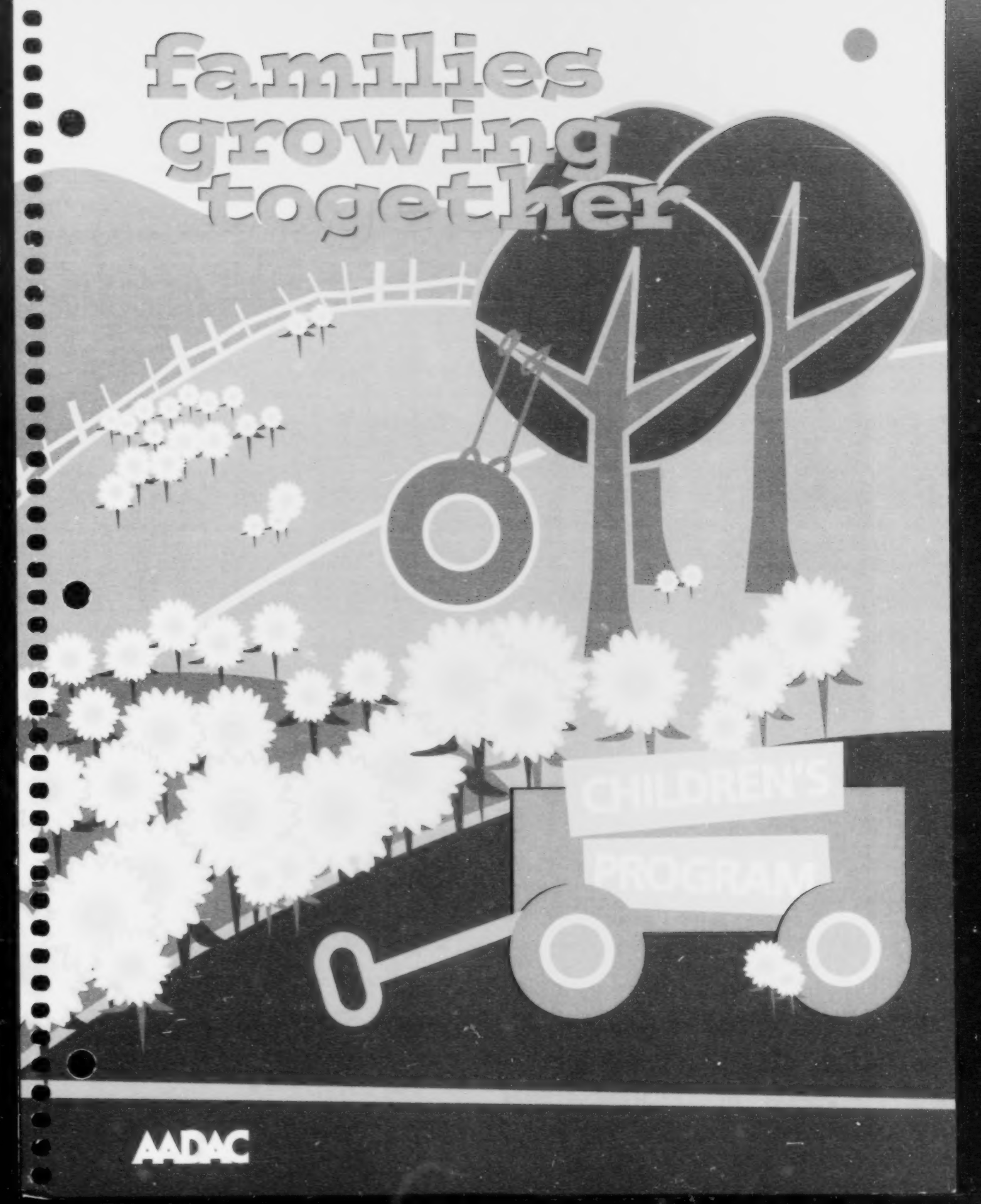
families growing together



AADAC

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PROGRAM OVERVIEW

Introduction to the program

The program is designed for children who have been negatively affected by a family member's substance abuse or gambling problem and who may benefit from participating in a group program with other children from similar circumstances.

This program is for children aged 6-11 years. Facilitators will have to gauge the appropriateness of the program for the age, maturity level and developmental stage of the child being considered for the program.

Ideally, the child's entire family should be engaged in a recovery program that may include individual or group counselling, 12-step programs, or parenting programs. However, this isn't always possible. If family members are not in recovery, children can still benefit from the program.

This program may be offered in conjunction with the *Families Growing Together Parenting Program*, which is intended for parents recovering from alcohol abuse, drug abuse, or gambling. These programs have been developed because AADAC recognizes that the entire family is affected by parental alcohol, drug, or gambling addiction.

The intent of the program is to give children an opportunity to learn about addiction, to provide a safe environment for them to talk about their lives and experiences, to build trust with a group and with group leaders, and to express feelings they have about their family and themselves.

The program also addresses the children's need to cope with their feelings, to practise making good decisions, and to recognize themselves as unique and special individuals.

Program facilitators connect the children's experiences to strategic coping skills. The overall goal is to help the children become more resilient to the pressures they face at home. The program gives children the opportunity to build resiliency by developing social competencies, practising problem solving, and presenting choices, which instils a sense of hope for the future.[1]

Any concerned adult can refer children to the program: parents, caretakers, teachers, counsellors, child welfare workers and other adults.

This program can be delivered from a number of different places: local schools, community agencies, or AADAC offices.

Program overview

The program is divided into eight modules. Each module focuses on a specific concept, which is developed using several activities. Each activity contains step-by-step instructions for facilitators and provides background information on the concept and clearly stated objectives. Material lists are provided with each activity. In addition, facilitators can pick and choose the activities for each module that they feel would be best suited for their needs.

In addition to the regular modules, a sample list of energizers and relaxation exercises is provided. Providing practice in calming techniques is believed to be one way that children can be taught to be more resilient.[2] Therefore, it is recommended that some type of relaxation exercise be offered in each session.

Children of parents who have a substance abuse or gambling problem may be profoundly affected by disharmony and unpredictability in their home lives. The presence of addiction can diminish their physical, emotional, and spiritual health, and ability to trust. The nurturing environment of this program addresses these issues by providing children with consistent routines, caring and empathetic adult facilitators, optimistic thinking, and sincere feedback about their personal strengths.

Children may think that the addiction is their fault and that they should try to "fix" the problem. Some children try to deal with their family's problems by keeping the addiction a secret. In order to protect the family, children may be reluctant to talk about their problems or to acknowledge their feelings. These feelings build up and create stress and anxiety. The program gives children opportunities to learn about addiction and its effect on families, encourages children to talk about their feelings, and gives them a chance to find out what other children and adults think and feel in similar situations.

Many children develop coping methods, or defences, to help them stay safe in their world. One common defence is to act out with aggressive behaviour, seemingly angry at everything and everyone. Another common defence is to withdraw from life and keep a low profile, hoping to be overlooked and forgotten. Alternatively, the child might assume the role of the "good child," trying hard to be perfect and working hard at school while taking on many responsibilities for the household. Another coping technique is to become a clown, distracting outsiders by being funny and silly so as to prevent potentially embarrassing lines of questioning. The program talks about these different roles and validates the struggles that children may experience while trying to cope with addiction in their families.

Sometimes, children in the presence of substance abuse or gambling are in danger. Situations may arise where the adults taking care of the children are unable or unwilling to do so. This program encourages children to identify the safe people in their lives and provides contact information for the children to keep in case they need help.

Above all, the program aims to provide hope to children. It helps them understand that they are not alone, that they are not to blame for the addiction in their family, and that they cannot make the addiction disappear. Having supportive and caring adults in their lives can help children be successful and healthy, and can help brighten their future.

Issues of special consideration for the facilitator

Promoting resiliency in children

Most children who experience parental alcohol, drug, or gambling problems in their homes do not grow up "damaged" or addicted themselves. As program developers and facilitators, it is important to recognize that children from homes affected by addiction do not automatically develop functional problems. While some children may experience depression, anxiety, bed-wetting, social isolation, fears, nightmares, and substance abuse, a majority of children will be happy and successful in their choices to live a healthy life. In fact, children in these situations often grow up to be strong and resilient.[3] However, for those children negatively affected, access to a program designed to assist and support children in these circumstances can make a difference.

"Resilience is an individual's capacity to bounce back; to withstand hardship and repair self".[4]

"Resiliency is a concept that is a refreshing change from the usual preoccupation with what's wrong with everybody. Resiliency assumes that everyone has abilities, attitudes, and tendencies that can help them survive, even thrive in stressful or adverse situations. While some of these abilities are innate, many are developed or enhanced by exposure to supportive people and environments. These positive personal tendencies and environmental conditions are called protective factors."[5]

Wolin and Wolin[6] identified seven resiliencies in the personalities of people who came from families where addiction and/or abuse were present. They described these seven resiliencies as follows:

INSIGHT | The mental habit of asking searching questions and giving honest answers; being curious; observing, sensing, thinking and interpreting; counteracting distorted reflections or thoughts; a conviction to be different.

MORALITY | The activity of an informed conscience; children feel hurt, want to know why, and begin to judge the rights and wrongs of their daily lot; they value principles such as decency, compassion, honesty, and fair play.

INDEPENDENCE | Drawing boundaries between yourself and troubled parents; keeping emotional and physical distance while satisfying the demands of your conscience; testing one's abilities and limits; regarding alienation as a positive thing; maintaining calm; staying realistic; and orienting towards the future.

RELATIONSHIPS | Intimate and fulfilling ties to other people that balance a mature regard for your own needs with empathy and the capacity to give to someone else; connecting with others and learning of one's appeal; creating positive rituals and traditions.

INITIATIVE | Taking charge and mastering your own environment; exerting control; exploring the world; becoming focused, organized, and goal-directed; generating projects that stretch the self and promote a cycle of growth.

CREATIVITY | Imposing order, beauty, and purpose on the chaos of your troubling experiences and painful feelings; freedom to express the authentic self; telling your story in a manner under your control; feeling the joy and beauty of creating.

HUMOUR | Finding the comic in the tragic; observing the absurd and laughing at what you see; telling your story and finding others to connect with.

In addition to resiliency, research has also identified building blocks of healthy development, called assets, which help young people grow up healthy, caring, and responsible. There are forty developmental assets as developed by the Search Institute.[7]

Fetal alcohol spectrum disorder (FASD)

Facilitators need to be aware of the potential for children with fetal alcohol spectrum disorder to be referred to the children's group. Facilitators will have to assess each child on an individual basis for their appropriateness for the group. Facilitators should be aware of local resources for FASD should a referral be necessary.

The following is basic information only and is not meant to be used for diagnostic purposes.[8]

Fetal alcohol spectrum disorder (FASD) is a term used to describe the range of physical and/or mental disabilities that can result from prenatal exposure to alcohol. FASD is not a diagnosis. It is an umbrella term that encompasses these conditions:

- fetal alcohol syndrome (FAS)
- partial FAS (pFAS) or fetal alcohol effects (FAE)
- alcohol-related neurodevelopmental disorder (ARND)
- alcohol-related birth defects

While FASD itself is not a diagnosis, its associated conditions (FAS, pFAS, etc.) are. There is no cure for FASD. Its effects last a lifetime.

What is FAS?

Fetal alcohol syndrome (FAS) encompasses a range of physical and mental disabilities. It is caused by maternal consumption of alcohol during pregnancy. A child affected by FAS has growth deficiencies, non-typical facial features and deficits in general intellectual functioning.

These disabilities do not go away over time. A person with FAS will experience its effects throughout life.

For further information on alcohol use during pregnancy, please consult AADAC's *Women and Substance Use Information Series*, available at www.aadac.com

AADAC's policy on confidentiality

The Alberta Alcohol and Drug Abuse Commission believes confidentiality is the foundation of the client-counsellor relationship and that the interests and rights of the client are of key importance when considering the disclosure of personal information. The Commission also believes that the client has the fundamental right to decide the extent to which his/her personal information may be provided to others with the limited exceptions of other enactments including the Public Health Act, the Child, Youth and Family Enhancement Act, the Fatality Inquiries Act, and the Protection for Persons in Care Act or an action of the Court.

Reporting issues of possible child abuse and/or neglect[10]

The Child, Youth and Family Enhancement Act is the legislation that governs the protection of children in Alberta. It is the legal duty of every person to report any suspected incidence of abuse to their local Child Welfare office, or by calling the Child Abuse Hotline (24 hour access) at 1-800-387-5437.

It is critical to respond to suspected abuse by involving child welfare authorities to protect the children and to explore ways to preserve the integrity of the family.

It is not the responsibility of a counsellor to determine whether, in fact, an abuse has occurred. The assessment of child neglect or abuse is the responsibility of the child welfare worker.

FACILITATING CHILDREN'S GROUPS

How children learn

Play is a child's work—it is how a child learns and develops emotionally and intellectually. Play is what a child is supposed to do. Since play is a natural medium for self-expression, it provides the child with a safe context to express emotion—dealing with feelings of tension, frustration, insecurity, fear, bewilderment, and aggression.[1] It is normal, therefore, to see children acting out their inner emotions in their play.

When children play, they learn about themselves, the world around them, and the people in their lives. Children from homes with an active addiction need the support and patience of safe adults to work through their fears and challenges.

Although it may be a long process, expressing turmoil openly in socially acceptable ways is vital for a child's emotional well-being. Through play, children can develop a sense of humour and an ability to show empathy to others. Emotionally speaking, play is vital to mental health and stability.

If practice makes perfect, then play is the rehearsal for real-life situations. Symbolic play, in which toys and dolls are used, allows children an opportunity to practise every possible social situation. They can rehearse all the different roles and experience being whatever they choose. This exploratory play and experience with others is a prerequisite for the child to accomplish a positive self-image.[2]

Talking about addiction with children

As children participate in the program, they may experience both positive and negative reactions. This is normal and both reactions should be expected. Specific behaviour is often indicative of a child's feelings, so how a child reacts to an activity may be a clue as to how he/she feels. This is why it is important for facilitators to give the group time to review what happened the previous week, to deal with feelings that were evoked, and to validate the experience for the children. Wolin and Wolin[3] identify the following feelings as those that may be expressed.

Some positive feelings may be:

1. COMFORT because the family secret is out in the open and the child is no longer alone with the secret.
2. PRIDE for being able to complete tasks and participate in the activities.
3. COURAGE for identifying the extent of the family's troubles.

4. **VALIDATION** because someone has acknowledged that there really is something wrong in the family, and the child is not imagining or exaggerating what is happening.

Some negative feelings may be:

1. **GRIEF** for not having a usual childhood, or losing a parent to addiction.
2. **ANGER** because of the indignities suffered and unfairness of the problem.
3. **GUILT** for talking about the family.
4. **FEAR** because no matter what the child might do to stop themselves, they might turn out like their parents.
5. **SHAME** because of the family's inadequacies and problems.

Any child living in a troubled family will find it difficult to break the rules of the family, and ultimately, talk about what is happening in the family.

The messages that are woven throughout this program are:

You are not alone.
It's not your fault.
You cannot make it stop.

Fostering optimism in young children[4]*

Hall's research (2000) notes the following:

> How we typically explain our positive and negative experiences (referred to as our explanatory style) has been shown to be a powerful predictor of our ability to successfully handle challenge and adversity. We know that optimism (as opposed to its less sunny cousin, pessimism) is associated with resiliency in both children and adults.
>
> Research indicates that an optimistic explanatory style is a major protector against depression.[5] Pessimism appears to be related to poorer health and decreased longevity.[6]
>
> Because explanatory styles begin to form at an early age, child-care professionals, who interact with children daily, are in a unique position to influence the children's development and thereby promote resiliency.

Martin Seligman, in *The Optimistic Child*[7], states that caregivers can help children develop an optimistic explanatory style by presenting them with opportunities to experience true mastery, to gain a perspective of "positivity" (a positive perspective on daily life), and to have positive explanatory styles modelled by the adults around them.

*From Fostering Optimism in Young Children by D.K. Hall, 2000, *Ideas: Emotional Wellbeing in Childcare*. Copyright 2000 by Ideas: *Emotional Wellbeing in Childcare*. Used with permission.

Hall identifies the following specific strategies to build resiliency in children:

1. Ask what the child is **thinking**, not just what he/she is feeling.
2. Implement **relaxation** or calming activities.
3. Generate alternative ways to think about things—**reframing**
4. Give children opportunities for mastery:
   - Break down activities into small steps to encourage mastery and reduce failure and frustration.
   - Offer **choices** whenever appropriate, to increase the child's sense of control.
   - Provide many opportunities for outcomes to be contingent on the child's behaviour. For example, speak in response to what the child says rather than speaking first; and select toys that do something in response to the child's actions rather than choosing toys that allow the child to be passive.
   - Promote the child's active involvement in **play**-based activities and role playing as opposed to more passive formal educational activities.
   - Signal ahead to the child, whenever possible, that unwanted consequences (natural or imposed) will occur unless the child changes the behaviour. Help the child make the connection between feelings, actions, and outcomes. As a result, the child learns that inappropriate behaviour produces negative consequences, not being a "bad child."
   - Helpful criticism is best directed at behaviour, not the person.
   - Support the child and show faith in the child's ability to resolve and learn workable strategies.
5. Give truthful and **sincere feedback**. When praise is offered indiscriminately, the child quickly learns that no matter what the child does or doesn't do, rewards come and go. So why bother trying?
6. Help the child acknowledge his/her own achievements ("You must be proud of yourself"), rather than seeking approval of others ("I like what you did"), which also promotes positivity and mastery.
7. To increase the number of **positive thoughts** that the child experiences in relationship to negative ones, help children identify positive things that have happened to them each week.
8. **Reviewing** good things that happen each day is especially beneficial just before sleep or rest times. Children go to sleep or relax with positive thoughts, helping them gain a positive perspective on the day
9. We know that young children learn through **social modelling** (not didactic teaching approaches), so adults can demonstrate positive explanatory style in their day-to-day interactions with children. The following chart outlines the dimensions of positive and negative explanatory styles.

	These dimensions determine what you are likely to **DO** about your situation		Determines how you will **FEEL** about the events
Our habits of responding	**PERMANENCE** Our explanation for events - permanent or temporary	**PERVASIVENESS** Our belief about how pervasive an event will be—global to specific	**PERSONALIZATION** Our belief about our responsibility for an event—oneself or outside forces
OPTIMIST	Tends to see bad events as **TEMPORARY** setbacks.	Negative events viewed as more SPECIFIC and LIMITED to only one or two specific areas.	Bad events caused by outside forces. Good events attributed to self.
PESSIMIST	Tends to see bad events as **PERMANENT**.	Negative events seen as GLOBAL and involving more areas in one's life.	Bad events caused by self. Good events attributed to outside forces.

Realistic Optimism: Optimism is flexible and realistic, depending on the situation. We need to be able to realistically assess our own level of responsibility for events. The cause of any situation is rarely the full responsibility of just one person. Being "realistically" optimistic doesn't mean abdicating responsibility or blaming others for one's own problems.

10. Encourage children to develop a more realistically optimistic explanatory style:

    a) In peer conflict situations, after discussing the participants' feelings and what the consequences might be, add a step by discussing what the children wish the outcome would be and how they can make this happen. Avoid judging, blaming, or moralizing. Emphasize the choices and options both children have. Remember to admire their solutions.

    b) Observe children's role play and support the child's elaboration of challenging situations (e.g., "What else could you do?" "How did you figure that out?").

    c) Post positive pictures, which can convey simple messages (e.g., help others, give compliments, let someone else go first, be polite, care for animals and living things, share a toy). Acknowledge when you see this happening and point out the positive consequences for the child and others.

    d) Read stories and create puppet plays which externalize the thoughts that the characters might be having in regard to negative and positive situations.

    e) Create dolls with different explanatory styles and emotional expressions (e.g., Gus, who is usually gloomy; Charlie, who is often cheerful). An example activity is "Feeling Puppets" from the book *Kid's Power: Healing games for children of alcoholics* featured in Module 3: Feelings.

The workshop modules

Module 1 | Welcome

Module 2 | Understanding addiction

Module 3 | Feelings

Module 4 | Problem solving

Module 5 | Self-esteem

Module 6 | Roles and relationships

Module 7 | Safe people

Module 8 | Closing celebration

The order in which to present the modules is not strictly prescribed. Facilitators may rearrange the modules to best meet the needs of the children participating in the program and to deal with imposed time constraints.

Module descriptions

MODULE 1 | Welcome

In this session, participants are introduced to the program and facilitators. The intent of the first session is to create a safe environment to maximize learning and to give the children a chance to shape the boundaries of the group with their own rules. Routines and rituals are established, and introductions are made.

MODULE 2 | Understanding addiction

When a parent has a problem with alcohol, tobacco, other drugs or gambling, it affects the whole family. In fact, any addictive behaviour can lead to significant problems within the family. Through a variety of activities, children learn definitions, explore the effects of addiction on individuals and families, and explore the many different kinds of drugs. Children learn that they are not alone, that they didn't cause the addiction, and that they can't stop the addiction.

MODULE 3 | Feelings

Expressing feelings is the cornerstone of the program, and this module has many different activities that encourage children to explore their own feelings. The children can play feeling charades, learn about feelings from feeling puppets, and learn about masking feelings. They also learn how to manage angry feelings in a healthy way.

MODULE 4 | Problem solving

In this module, children practice using a creative, problem-solving technique designed around basic skills-relaxing and focusing, defining the problem, exploring options, assessing a solution, and evaluating the outcome. Children learn to evaluate the consequences of their actions in order to make better choices, and they learn to recognize thoughts and feelings that generate problem situations.

MODULE 5 | Self-esteem

A child's self-esteem is a critical element of good mental health and development. In this module, the child explores his/her uniqueness and potential. By focusing on personal strengths, preferences, and interests, children learn more about who they are.

Module 6 | Roles and relationships

The children begin this module by exploring the kind of role they might play in their family. The group then looks at different groups they may belong to, the closeness of relationships, and the uniqueness of their family.

Module 7 | Safe people

When living in situations where there is an active addiction, children may be in some jeopardy. This module focuses on identifying safe people children can go to for help and encourages children to reach out when they need help.

Module 8 | Closing celebration

Closure is an extremely important part of any relationship. This module brings the children and their family members together to acknowledge the important accomplishments the children have made in attending the program. It also gives the children a chance to share their program group with the people they are closest to.

Session planning

Each module has a variety of activities that may be used to teach a specific concept during each session. Not all the activities listed in each module need to be used in the session plan. The facilitator can selectively choose the activities that best suit the needs of the children—based on the children's age, their stages of development, and their estimated capacity for learning—as well as the time available for each session.

It is recommended that each session follow a predictable format so the children can anticipate what is going to happen next. First, the group should begin with a ritualized opening that requires the same task each week. This helps the children focus on starting the program. The Arrival Activity mentioned at the beginning of each module is ideal for this purpose.

Second, the sequence of different kinds of activities should be consistent throughout the program. Children are better prepared to participate if they know, for example, that after the first activity there is always a story and snack time.

Finally, the children are more inclined to leave the group at the end of the session if a regular closing is implemented, such as the Farewell Circle activity.

Certain elements work well in children's groups: opening circles, songs and stories, snack time, and relaxation. When children are asked what they like most about their group, the activities listed above are the ones they tend to prefer.

Realistically, the amount of content covered in each session may be much less than the facilitators would hope to achieve. More important than the quantity of content is the quality with which the program is delivered, the atmosphere of acceptance and respect, the empathy the facilitators show toward the children, and the encouragement and optimism brought to the group.

A sample session plan follows.

Sample session plan

ARRIVAL ACTIVITY Journals, Nametags, Feeling Charts

CHILLERS & THRILLERS Circle Activity

REVIEW AND PLANNING What we are doing today?

ACTIVITY #1

ACTIVITY #2 (optional/alternate)

STORY TIME

SNACK TIME

ENERGIZER

ACTIVITY #3

ACTIVITY #4 (optional/alternate)

RELAXATION EXERCISE

CLOSING/FAREWELL

NOTES TO REMEMBER FOR NEXT SESSION

Module one | Welcome

MODULE GOALS

- To create a safe environment in which children can express their emotional and physical states, ask questions, and learn about the group members and facilitators.
- To promote inclusion within the group and trust of others.

BACKGROUND FOR FACILITATORS

In this session, children meet the facilitators and other participants for the first time. Because it is essential to immediately establish a safe environment for the children, facilitators should:

1. Create a predictable, structured routine.

It is important, at the first session, to set a routine, describe the routine to the children, and then follow the routine as promised. All children, not just those from families with an active addiction, need to know what is happening, when it is happening, and why it is happening. The more they know about the program, the more likely it is that the children will contribute to the group and feel comfortable with the demands of each activity.

2. Co-operatively build a list of explicit rules with the children.

Facilitators should include the children as much as possible in the process of setting clear group rules. These rules govern how everyone in the group must behave to ensure the safety of all participants. Children who help create the rules can take ownership of the rules and help apply them. Ground rules should be adaptable to address issues that might develop during the program sessions. As necessary, the facilitators can teach the children the meaning of specific terms, such as confidentiality, respect, and physical safety. Rules should be phrased to describe not only what children should not do, but what they can do.

3. Allow children ample opportunity to ask questions, to have their questions answered, and to be listened to.

In addition to collaborating on ground rules, facilitators should encourage participants to explore their expectations of the program and their expectations of the facilitators. A part of this exploration may be to address the question, "Why am I here?" The children may also ask questions about how old the facilitators and other participants are, whether the facilitators have children, where the children's parents are, where the bathroom is, and how long they have to stay. The facilitator should address each and every question with sincerity and ensure that answers are adequate to the understanding of the participants.

4. Encourage storytelling.

Storytelling is a simple method children (and adults) often use to communicate problems. To help children feel that they are not alone, group leaders should encourage personal disclosure in the first session by asking participants to tell stories about their experiences. Facilitators should refrain from critical analysis of these stories. Rather, they should seek to identify the strengths of each child and common themes related by the group.

5. Permit exploration of the room.

To feel safe, children need to know something about their environment. Allow time for children to freely explore the room, ensuring that anything unsafe (or potentially distracting) is put away prior to the children's arrival.

Although optional, a puppet introduced at this introductory session can be an asset. A puppet encourages an atmosphere of fun and creativity. The puppet can have various tasks throughout the program. For instance, the puppet can ask questions from the child's perspective, or comment on things the facilitators say that might require special emphasis. The puppet can address concerns that surface during the session in a non-confrontational way. The puppet can also become a distinct caring symbol that a child may feel comfortable confiding in. Facilitators should decide whether using a puppet would meet the needs of the particular age group they are working with.

SUPER UNDERCOVER NOTABLE

Acknowledging positive qualities and personal strengths is an important part of enhancing self-esteem. This program strives to teach each child to look for the goodness in themselves and others. One way to integrate acknowledging personal strengths is to formalize the process using a regular activity or program feature; for example, designate a person to watch for good behaviour or personal strengths from other participants in the sessions.

To help routinely recognize each child's strengths, this program introduces the concept of a Super Undercover Notable (S.U.N.). Ensure each child in the program has the chance to fill the special role of being the S.U.N. (Super Undercover Notable) child. Select a different child to fill the role in each session. This can be done in various ways; for instance, the facilitator or puppet can assign the role at the beginning of each session or a child's name can be drawn randomly from a bag at the closing circle (for the next session).

The S.U.N. child may help the facilitator with age-appropriate tasks for the particular session he/she has been chosen for. In addition, a special privilege of working undercover is to secretly select other children who make positive comments or display positive behaviour during the session, such as including others, sharing, saying something kind or caring, or offering constructive ideas to the group. At the session's closing, the S.U.N. child has a "moment in the sun," when he/she can proudly hand out sun stickers to those children identified during the session.

WORKSHOP PLAN

ACTIVITY NAME	DURATION
Activity One: Arrival activity	5–15 min
Activity Two: Introductions	10 min
Activity Three: S.U.N. child	10 min
Activity Four: Creating ground rules	10–20 min
Activity Five: Puppet	5–10 min
Activity Six: My wish list	10–20 min
Activity Seven: The elephant in the living room	15–20 min
Activity Eight: Farewell circle	10 min

Activities should be selected to fit within the appropriate length of time available for the group. Post the workshop plan for the session in a place where all the children can see it. Ensure it is reviewed before starting each group.

LITERATURE/RESOURCES

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ACTIVITY ONE | Arrival activity

OBJECTIVES To welcome the child to the program room.
To create a comfortable atmosphere.
To provide the child with an activity that helps them join the group.

MATERIALS Nametags (pre-made and cut), construction paper of various colours, sparkles, coloured markers, string or pins for nametags; duotangs for personal journals and feeling charts.

TIMELINE 5-15 minutes

RESILIENCY Expressing creativity; separating from parents; attaching in new relationships.

INSTRUCTIONS Individual Activity

As participants arrive, personally greet each child with a warm smile and handshake.

Nametags should be set out at a worktable, along with the rest of the craft materials. Invite each child to design their own nametags either using the shapes provided (sunflower) or by creating their own shapes. Encourage children to decorate their nametags with any of the available materials. Let nametags dry. Help children put their nametags on.

The nametags may be laminated. Let the children know that these nametags will be kept safely in the group room and will be set out on the welcome table for them at the beginning of each session.

Children who do not know how to write their names will need assistance from a facilitator.

Each child should also be provided with a folder or duotang to hold their feeling charts (which will be checked off each week) and any pictures or writings they complete during the session. Each duotang should have the child's name clearly printed on the front and should contain several blank pieces of paper for free drawing or writing.

Encourage the children to decorate their journals.

Let the children know that the journals will be kept safely locked in the group room and will be set out on the welcome table for them at the beginning of each session.

ACTIVITY TWO | Introductions

OBJECTIVE To learn the first names of all participants and the facilitators.

MATERIALS Beanbag.

TIMELINE 10 minutes

RESILIENCY Connecting and exploring.

INSTRUCTIONS Large Group Activity

At the beginning of each session, facilitators and participants always join in a circle. In this format, various events can occur: introductions, a check-in activity, a review of what happened last time, and setting out the session's agenda. Use the opening circle to introduce a puppet or for other creative activities.

In the Beanbag Introductions game, begin the introductions by holding onto the beanbag and stating your name and an activity that your enjoy. Then choose a child and toss the beanbag to him/her, who in turn states his/her name and favourite activity. The beanbag is then tossed from person to person in the circle until all participants and facilitators have had a turn.

After the introductions are over, announce that they will now play another game to see how good their memories are. Jump up from sitting, say a child's name, and sit down. The named child jumps up, says another child's name, and sits down. Play continues until the names of all participants and facilitators have been said at least once.

Activity Three | Super Undercover Notable (S.U.N.) child

OBJECTIVE To help children look for the goodness in themselves and others.

MATERIALS S.U.N. visor, a hat, or nametag; instant camera; sunflower chart enlarged 150% to 11" x 17".

TIMELINE 10 minutes

RESILIENCY Learning about personal qualities; connecting with others; taking leadership initiative.

INSTRUCTIONS: Large Group Circle Activity

After introductions, introduce the concept of the S.U.N. child. Tell the children:

Each week, a different child will be selected to be what is called a Super Undercover Notable (S.U.N.). This person will help the facilitators with different tasks for the session he/she has been chosen for.

In addition, a special privilege of working undercover is to secretly select other children who make positive comments or display positive behaviour during the session, such as including others, sharing, saying something kind or caring, or offering constructive ideas to the group.

One special job the S.U.N. child has is identifying children who demonstrate positive attitudes during the session, and then handing out sunshine stickers to those children at the end of the session. What other duties could we ask the S.U.N. child to be responsible for? (Allow the children to brainstorm other duties that the S.U.N. child is responsible for. If the child feels comfortable, he/she can wear a special hat or nametag identifying him/her as the S.U.N. child.)

How would you like to select the S.U.N. child for each session? For example, we could have a facilitator or the puppet assign the role at the beginning of each session, or we can draw a name randomly from a bag at the closing circle (for the next session).

Are there any questions? Let's select the S.U.N. for this session.

OPTIONAL Take a photo of each child at the first session. Add the S.U.N. child's photo to one sunflower centre on the sunflower poster each week. The chart can also be used to display the positive (or sunshine) comments and behaviour made by participants, written into the petals of one flower for each session.

Activity Four | Creating ground rules

OBJECTIVE To create their own rules for engaging with the group, which increases safety and the children's ownership of the group.

MATERIALS Flip chart, flip chart paper, and markers.

TIMELINE 10–20 minutes

RESILIENCY Setting clear boundaries and expectations; belonging; defining right and wrong.

INSTRUCTIONS Large Group Circle Activity

Discuss with the children the importance of having rules and expectations so the program is safe everyone. Discuss with the children the use of positive, up-lifting comments and negative, putting-down comments, and discuss how these kinds of comments make them feel.

Ask: What rules do we need to have a good group where everyone can feel safe to talk?

Elicit responses from the children and let them decide as a group what the rules should be. Write the group rules on a large sheet of flip chart paper titled Our Rules for all to see and for future reference.

Give everyone an opportunity to speak. Add to the list by asking each child directly for a rule that they think is needed so that everyone is able to talk and feel safe in the group. It is extremely important to ask quiet children for their suggestions (but allow them to pass if they are unwilling or unable to make a suggestion).

Rules that should always be included might need to be suggested by you or another facilitator, such as:

- Participants are allowed to pass (or to not answer a question or participate in an activity).
- Everyone must be given a chance to talk.
- If someone talks about something in the group, that person is the only one allowed to tell about it outside the group.

Ask: Whose job is it to ensure that the rules are followed?

This should invite a discussion about how all the group members have a shared obligation to follow and enforce the rules of the group.

Ask: What should happen if someone breaks a rule?

Clarify which rule violations will result in automatic expulsion from the group. Identify these on the flip chart with an asterisk.

Post the rules and review them at the beginning of each group meeting. Make it clear that the participants may modify the list at any time.

Activity Five | Puppet

OBJECTIVE To increase the participants' comfort level by introducing a puppet as an addition to the group.

MATERIALS Pattern for a paper or fabric puppet; furry fabric or felt; light-coloured fabric (or interfacing); fabric paints or felt pens; pipe cleaners; plastic eyes. A purchased, ready-made puppet can also be used.

TIMELINE 5–10 minutes

RESILIENCY Creativity and play; freedom to express.

INSTRUCTIONS Large Group or Individual Activity

If a puppet is going to be an integral part of the program, now is the time to introduce it to the group. A puppet can be assembled from paper or fabric. Let the children brainstorm possible puppet names and decide the puppet's name as a group.

Activity Six | My wish list

OBJECTIVE To identify what the children expect or what they wish for from participating in the group.

MATERIALS Flip chart, flip chart paper, and markers.

TIMELINE 10–20 minutes

RESILIENCY Committing to learning; using time constructively; exploring.

INSTRUCTIONS Large Group Activity

Begin by exploring the children's understanding of why they are attending this group. Correct or clarify the group's purpose, and confirm the children's understanding. Also invite the children to say what they expect to get from the group.

Ask: Why are you here?

What did you expect when you came here tonight?

What do you wish would happen here?

The expectations and wishes should be recorded exactly as stated by each child.

Give each participant an opportunity to speak and add to the list, perhaps by having the puppet ask every child directly for a wish. It is important to directly ask quiet participants for their suggestions.

Older children may be asked:

What do you expect from the leaders in the group?

What do you expect the facilitators to do in the group?

Post the expectations/wishes list at each session and review the list during the last meeting. Make it clear that the participants may modify the list at any time.

Activity Seven: The Elephant in the Living Room[1*]

OBJECTIVE To introduce the concept of addiction and how children might experience addiction in their family.

MATERIALS Stories: *The Elephant in the Living Room: The Children's Book*, and *An Elephant in the Living Room: leader's guide for helping children of alcoholics.*

TIMELINE 15–20 minutes

AGE RANGE Suitable for ages 7–11.

RESILIENCY Sensing; knowing; understanding.

INSTRUCTIONS Story Activity

Imagine an ordinary living room... with chairs, a couch, coffee table, a TV set, and in the middle, a large, grey elephant!

The ELEPHANT stands there, shifting from one foot to another and slowly swaying from side to side.

Imagine also the people that live in this house; you, along with your mother and/or father and maybe some sisters and brothers. People have to go through the living room many times a day and you watch as they walk through it very... carefully... around... the ELEPHANT. No one ever says anything about the ELEPHANT. They avoid the swinging trunk and just walk around it. Since no one ever talks about the ELEPHANT, you know that you're not supposed to talk about it either. And you don't.

But sometimes you wonder why nobody is saying anything or why no one is doing anything to move the ELEPHANT. After all, it's a very big ELEPHANT and it's very hard to keep walking around it all the time and people are getting very tired. You wonder if maybe there is something wrong with you. But you just keep wondering, keep walking around it, keep worrying, and wishing that there was somebody to talk to about the ELEPHANT.

Living in a family where drinking, or using drugs, or gambling is a problem is a lot like living with an ELEPHANT in the living room. This group is a place to begin to talk about things in your life that are hard to talk about. Like the ELEPHANT in the living room.

Debriefing Questions:

1. Do you worry about someone in your family's drinking or using drugs?
2. Are you worried about your friends coming to your house?
3. Do you think that you shouldn't talk about the drinking or drug use in your home—or even how you feel about it inside?

*From *An Elephant in the Living Room* by J. Hastings & M. H. Typpo, 1994. Copyright 1994 by Hazelden. Used with permission.

Activity Eight | Farewell Circle

OBJECTIVE To close the group with a ritual and prepare the children for leaving.

MATERIALS Sun stickers.

TIMELINE 10 minutes

RESILIENCY Separating; disengaging; exploring feelings.

INSTRUCTIONS Large Group Activity

Children stand in a circle facing inward, with arms around each other's waists or interlocked at elbows. Instruct the group to turn the circle to the right (counter-clockwise) until one child volunteers and calls out "Sunshine!" and then shares something that they liked about the session. The turning then shifts direction, turning clockwise now, until another child shouts "Sunshine!" and describes what they liked best about the session. Continue until everyone who wants to participate has had a turn.

Consider that it may take some children more time to feel comfortable with the group.

Ask the children to sit in a circle and give the sun stickers to the S.U.N. child. Ask the S.U.N. child to give sun stickers to the other children who contributed positive things to the group and to say what that child said or did that was worthy of a sun sticker.

ALTERNATE: The puppet may give a sun sticker to every child, identifying a positive moment from the group or a personal strength that it sees in each child.

Module Two | Understanding addiction

MODULE GOALS

- To increase participants' understanding of substance abuse and addiction, and how it affects family life.
- To give the children an opportunity to express their feelings about substance abuse.
- To expose each child to the following key concepts:
- You are not the only one who lives with substance abuse.
- You are not to blame for the drinking, drug use, or gambling behaviour.
- You cannot change the user's behaviour.
- You can learn how to build a brighter future for yourself.

BACKGROUND FOR FACILITATORS

When a parent has a problem with drugs, alcohol, gambling, or other addictions, the whole family is affected. In fact, any parental addictive behaviour can lead to the development of significant family problems, often referred to as dysfunction. As the parent recovers from addiction, the family needs to heal as well in order to become functional again. It is a tremendous step for an individual to choose recovery, and it takes great courage from the entire family to join in this difficult process. It is vital to recognize and acknowledge the strength, courage, and commitment of families undergoing the addiction recovery process.

There are a number of common familial responses when an addiction is present, which often manifest themselves in the roles family members take on and the rules that govern their behaviour. The roles family members take on help them adapt to the unpredictable and stressful atmosphere in the home. However, not all adaptation in a substance abuser's home is negative; often, children faced with an active addiction develop an inner strength or resiliency that helps them cope with the family's situation (family roles are explored in more detail in Module 7 - Relationships).

Typically, children living in families where there is an active addiction learn three (spoken or unspoken) rules: *Don't talk. Don't trust. Don't feel.* These rules are skilfully illustrated in the story The Elephant in the Living Room in *Module 1- Introduction*.

Don't Talk—In order to hide the addiction from the outside world, parents teach their children not to talk about what they see and hear at home. They try to disguise the fact that drinking, drug use, or gambling is happening, and they try to keep the addiction a secret. Through repeated denials, children learn not to trust what they see and believe, and not to talk about the family secrets.

In this program, children are encouraged to break this rule, and it may be very difficult for some of them to do. They may not want to talk. Even if they do talk, many children may feel guilty or remorseful for having broken the parentally-imposed silence. The review activity is a good time to ask participants how they feel about what they have said in the previous group.

Don't Trust—Children learn that they can't trust their parent(s) or other adults. The addicted parent often makes promises that are not kept; the non-addicted parent tends to make excuses and tells lies to cover up for his or her partner. Contrary to what many parents believe, children do know what is happening in their home. Lying about what is happening teaches children to distrust and encourages lying as a way to deal with conflicts and problems.

It is reasonable to expect that children in the group will not trust the group facilitators. Trust is something earned, so it is important adult leaders always follow through and fulfil any promises they make to participants, no matter how insignificant those promises may seem.

Don't Feel—When children are constantly disappointed and deceived, they protect themselves from their emotional pain by trying to survive without feeling at all. As children try to cope with the grim realities they are confronted with every day, they bury their feelings deep within themselves, a process known as repression. Unfortunately, repressed feelings have a tendency to expose themselves in predominantly harmful ways. Children who have had to repress their feelings may not be able to talk to outsiders about how painful their parents' behaviour is, but may exhibit other signs of trouble. These trouble signs include acting out physically; depression, anxiety, or malaise; bedwetting; clinging or separation anxiety; bullying; hyperactivity; eating disorders; or involvement with drugs, alcohol, or gambling themselves.

Children need to be able to share their feelings. This is why it is important to incorporate questions about feelings in all activities. Being able to recognize and talk about one's own feelings is an important step toward developing emotional health. When children are encouraged to identify and talk about their emotions, they learn that feelings are a normal part of who they are, and that it is not wrong to talk about them. They also learn that there are healthy ways to express feelings. Facilitators can help encourage the children by talking about their own feelings and by using empathy to show that they can relate to what the child is feeling.

This module provides children with accurate information about substance abuse. It also provides facilitators with an opportunity to clarify any misconceptions that children may have regarding substance abuse, and begins to acknowledge the strengths that children have within themselves to adapt to difficult situations.

Children who live with an addiction may believe that:

1. They are alone.

   To children, it may seem that other families do not have problems like theirs; they feel embarrassed, scared, and alone. Participating in a group where other children have similar experiences helps diminish the feeling of being alone with substance abuse. There is comfort in knowing that the facilitators and the other participants will listen and try to understand how the child feels about his/her situation.

   Children are sometimes able to reduce their feelings of isolation on their own by seeking out meaningful and supportive associations with adults who will listen to them, guide them, and believe in them. Wolin and Wolin[1] describe this ability as relationship resiliency. It may be helpful to ask the children if they have any such adults in their lives. Who else listens to them and comforts them?

2. They are to blame for the parent's addiction.

   Children may attempt to make sense of confusing adult behaviour by mistakenly assuming personal responsibility for the problems in the home. Sometimes children come to believe that a parent is drinking (or gambling or using drugs) because the children have been bad. This belief is reinforced when a parent says things like "You kids are driving me crazy!", or "If you weren't so lazy, I wouldn't have to do everything!", or "Can't you just leave me alone?" "Go to your room. All you ever do is bother me."

   Not all children will accept responsibility for their parents' problems. Sometimes children adapt by separating themselves from the problems or the family. Wolin and Wolin[2] consider this separation to be a strength and called it resiliency of independence.

3. They believe if they do everything right, the parent will stop the addictive behaviour.

   Children may feel the need to establish a sense of control and will use all their resources to stop their parent's destructive behaviour. If they are "good" enough, work hard at school, clean the house, or keep very quiet, then maybe the parent will be satisfied and will give up the addictive behaviour. Since the addiction has nothing to do with the children, these sacrifices usually have little impact.

It is important to note that some children realize right away that their behaviour has nothing to do with their parent's addiction. Other children begin to question why the addictive behaviour continues, even once they have done everything right. They may slowly begin to realize that their actions and behaviour have nothing to do with those of their parents. Wolin and Wolin[3] described this as resiliency of insight. This gradual process of understanding begins in young children as sensing, then continues in older children as knowing, and finally as understanding the truth about the behaviour in adolescent or young adult.

WORKSHOP PLAN

ACTIVITY NAME	DURATION
Activity One: Arrival activity	5 min
Activity Two: Chillers and thrillers	10-15 min
Activity Three: Review and planning	5-10 min
Activity Four: Twee, Fiddle and Huff (Video)	25 min
Activity Five: Talking about addiction	20 min
Activity Six: The effects of alcohol and drugs	10-15 min
Activity Seven: The addiction journey	10-15 min
Activity Eight: Family rules	10-15 min
Activity Nine: Alcohol and drugs	20-30 min
Activity Ten: Snakes and ladders	20-30 min
Activity Eleven: Farewell circle	10 min

Activities should be selected to fit within the appropriate length of time available for the group. Post the workshop plan for the session in a place where all the children can see it. Ensure to review it verbally before starting each group.

LITERATURE/RESOURCES

Alberta Alcohol and Drug Abuse Commission (2005). *Quick Facts about alcohol and drugs. Edmonton*, AB: AADAC.

Alberta Alcohol and Drug Abuse Commission. (2000). *Snakes and ladders: The AADAC addictions game*. Edmonton, AB: AADAC Available at http://www.zoot2.com

Engelmann, J. (1990). *My body is my house colorbook: A coloring book about alcohol, drugs, and health*. Center City, MN: Hazelden Publishing and Educational Services.

Video: *Twee Fiddle and Huff* Available from Hazelden.com at http://www.hazelden.com

Activity One | Arrival activity

OBJECTIVES To welcome the child to the program room.
To create a comfortable atmosphere.
To provide the child with an activity that helps them join the group.

MATERIALS Nametags; stickers; S.U.N. visor; instant camera or photos of S.U.N. child; personal journals with feeling chart.

TIMELINE 5 minutes

RESILIENCY Expressing creativity; separating from parents; attaching in new relationships.

INSTRUCTIONS Individual Activity

Welcome each child individually. Assist the children in finding their personal nametag on the table.

Ask the children to find their journals, and to mark their feeling chart with the picture that best describes how they are feeling today. If there is no face that matches how they feel, encourage them to draw a face or write a *feeling word* that does describe their feelings.

Select a child to be the S.U.N. child for the session, in the manner agreed to in the first session. Clearly explain the responsibilities of the S.U.N. child for this session, and ask the child to keep track of sunshine moments when other children in the program do or say something kind, caring, or helpful. Let the S.U.N. child wear a visor with "S.U.N." insignia on it, if the child is comfortable doing so.

You may place a photo of the S.U.N. child on the sunflower chart, adding it to the poster depicting the previous Super Undercover Notables.

Activity Two | Chillers and thrillers

OBJECTIVE To re-connect the group facilitators and participants by sharing stories about the past week.

MATERIALS None.

TIMELINE 10–15 minutes

RESILIENCY Insight and knowing; connecting with the group; exploring.

INSTRUCTIONS Group Circle Activity

Gather the children into the opening circle. Explain that this exercise is called Chillers and Thrillers. You should go first and tell the children the worst part of your week (the chiller) and the best part of your week (the thriller). Then, invite each child in turn to share their own chillers and thrillers.

According to the rules, each child has the option to participate or not, waiting until he/she feels comfortable sharing with the group.

Activity Three | Review and planning

OBJECTIVE To remind participants of the information covered last week.
To prepare them to participate in the activities for this week.

MATERIALS Flip chart to list session agenda.

TIMELINE 5–10 minutes

Resiliency Knowing and exploring; setting clear boundaries and expectations.

INSTRUCTIONS Group Circle Activity

Ask: Does anyone remember what we did last group?

Allow the children an opportunity to answer. Summarize responses, acknowledge all contributions, and go over key information covered last time.

Review the group rules created at the first group session to make sure everyone remembers them.

Throughout the sessions, children are encouraged to break the unspoken Don't Talk rule of their families, and it may be difficult for some of them to do. If they did talk in a past session, they may now feel guilty or remorseful for having broken silence and told something secret about their family. This activity is a good time to ask participants how they feel about what they said in the previous session.

Introduce the session's topic, Understanding Addiction, and tell children what activities they will be doing, preparing them for what will come.

Activity Four | Twee, Fiddle and Huff video

OBJECTIVE To learn about addiction, its effect on adults, and its impact on children.

MATERIALS VCR; television; Twee, Fiddle and Huff video and discussion guide OR Twee, Fiddle and Huff Coloring Book (to read the story); puppet.

TIMELINE 12 min; 10 min discussion

AGE RANGE Suitable for ages 5–9.

RESILIENCY Sensing; knowing; understanding; safety.

INSTRUCTIONS Large Group Activity

Summary of the Film[4]

Twee, Fiddle and Huff is an animated fable about three Woolum kids who are troubled by their parents' non-stop dancing with a Genie. Many grown-up Woolums take a Genie from a bottle when they want to have fun-but most are careful to whirl around with the Genie for only a little while. In the homes of Twee, Fiddle, and Huff, however, the grown-ups get so dizzy they forget how to put the Genie away. The parents become tired, angry, and forgetful-and the Woolum kids suffer the consequences.

Twee is a perfectionist, Huff is rowdy, and Fiddle is almost invisible. Despite their apparent differences, Twee, Fiddle, and Huff all worry about what is happening in their homes. In addition, each has tried to control the Genie alone-without success.

By sharing their feelings, Twee, Fiddle, and Huff gather courage from each other. They turn to Ms. Wooley, a teacher, for help in coping with the Genie. Ms. Wooley introduces them to a group of other Woolum kids who have the same problems.

Through the group, Twee, Fiddle, and Huff finally realize that only grown-ups can put the Genie away. They begin to understand that they are not to blame and that they are not alone. Most important, they discover that they, as kids, can learn how to cope with their feelings and feel better about themselves.

Ask the children the following Discussion Questions after the movie. If using a puppet, it may be helpful to have the puppet ask the questions.

Discussion Questions

1. In the beginning of the film, why do you think Twee tried to act perfect? Why did Huff act loud and boisterous? Why did Fiddle try to be invisible?

   Answer: They were worried about their family problems. They thought their behaviour might make things better.

2. Why did these Woolum children feel different from the other children?

   Answer: They felt lonely and afraid because they had problems at home. They thought they were the only ones with these kinds of problems.

3. How would you feel if someone in your family had too much alcohol to drink at a party like the Woolums did in the film?

   Answer: embarrassed, scared, angry, want to hide or run away

4. If you had a problem like Twee, Fiddle, or Huff, do you think it would bother you even when you were not at home? Would it worry you at school and make it hard to do your schoolwork?

   Answer: Children might daydream, act wild, fight with other children, never want to go home, or try to act perfect like Twee.

5. Do you think that Twee, Fiddle, and Huff were surprised when they found out that each of them worried a lot about a parent who drank too much? Do you think that they felt better to find out they were not the only Woolum children with this problem?

   Answer: Most children feel better when they realize other kids have the same problem.

6. Twee, Fiddle, and Huff talk about which grown-ups they can trust to listen to them and who will help them. Who is safe for you to talk to when you have a problem?

   Answer: Try to elicit relationship roles as well as names; e.g., Aunt Susan, Coach Harrington, or Grandma Holdberg.)

7. What do you think Twee, Fiddle, and Huff felt like when they went to the children's support group at their school?

   Answer: They might have felt scared, angry, worried, and giggly. Emphasize that all feelings are OK.

8. Do you think Twee and Fiddle feel better at the end of the story even though their parents still sometimes let the Genie out of the bottle for too long?

   Answer: Some children might agree, some not. Allow them to voice their opinions.

* From: *Facilitator's Guide for Twee, Fiddle & Huff*, (pp. 1, 5-6), 1990. Minneapolis, MN: Johnson Institute. Used with permission.

Activity Five | Talking about addiction

OBJECTIVES To inform children about addiction (or chemical dependency).
To elicit questions from the participants.

MATERIALS Puppet (optional); flip chart and markers, or chalkboard; key messages printed beforehand:
It is not your fault. You are not alone. You cannot make it stop.

TIMELINE 20 minutes

AGE RANGE Suitable for ages 6–11.

RESILIENCY Insight; children ask questions about addiction.

INSTRUCTIONS Large Group Activity

The puppet, if used, presents the following educational component. Otherwise, you should speak to the children directly.

I want to talk about something called addiction that affects the whole family.

An addiction is when a person begins to focus more and more on one thing—like drinking alcohol, or using drugs or gambling. Sometimes, the addiction is so strong that the person forgets about other important things in their lives. They might not keep promises, they might forget about important dates like birthdays, or they might be more interested in whatever they're addicted to, rather than doing something fun with their family. These are just some of the problems that addiction can cause in a family.

When a parent has an addiction, the rest of the family copes with these problems in different ways. Often, they don't talk about the drinking, drug use, or gambling—remember The Elephant in the Living Room? They don't say how they are feeling, or they try to keep the addiction secret. If the parent stops doing important things like shovelling the walk, cooking supper, or going to work because of their addiction, the other people in the family often do those things.

Children in a family where someone is using drugs or alcohol often feel very sad. They might also feel lonely, frustrated, afraid, angry, embarrassed, or ashamed. They may feel like there is no hope and no one can help them fix their family's problem.[5]

Children have to know that they are not alone.

If you are a child in a family with addiction, it is important for you to know that you are not alone.

When you think about the story Twee, Fiddle and Huff, do you think that Twee, Fiddle, and Huff were surprised when they found out that each of them worried a lot about a parent who drank too much? Do you think that they felt better when they found out they were not the only Woolum children with this problem?

Answer: Children feel better when they realize other kids have the same problem.[6]

If you are feeling lonely, is there someone you like to talk to? Are there adults who listen to you and believe in you?

If a parent is addicted to something, children sometimes believe it's their fault. Children think that if they could just be smarter, nicer, quieter, or just "good" in general, their parents would stop doing whatever they are addicted to.

Addiction is not your fault. *There is nothing that you did, or didn't do, that made your mother or father start drinking, using drugs, or gambling. You are not the cause of anyone's addiction.*

You can't make them stop. *You didn't make your parents become addicted, and you cannot make them stop. Sometimes, children think that if they can only make their parents love them more than the addiction, the parents will stop being addicted. But it's very hard for a person who is addicted to something to stop being addicted. Only the addicted person can make changes in their own behaviour. Many people who have become addicted need help from addiction specialists or addiction groups to help them stop.*

What do you think it is like for kids to live with someone who drinks too much, or uses drugs too much? What might happen in that family? Answer: Parents and/or children might fight. Parents might break promises or forget to things such as take care of the kids, talk and pay attention to them, fix dinners, or buy birthday presents.[7]

What do you think a child might try to do to get their parent to stop?

Do you remember some of the little things the children in the cartoon Twee, Fiddle and Huff do to feel better? What do you do to feel better when you are worried, sad, or mad?

Possible answers: Hug a pet, punch a pillow, walk, run, ride a bike, sing, play music, read, swim, talk to a friend, or write or draw about feelings or problems.[8]

Activity Six | The effects of alcohol and drugs

OBJECTIVES To inform children about the effects of alcohol and drugs.
To elicit questions from the participants.

MATERIALS Puppet (optional); flip chart and markers, or chalkboard.

TIMELINE 10–15 minutes

AGE RANGE Suitable for ages 6–11.

RESILIENCY Insight; children ask questions about addiction.

INSTRUCTIONS Large Group Activity

The puppet, if used, presents the following educational component. Otherwise, you should speak to the children directly.

Alcohol and drugs affect people in different ways. What are some of the changes that you have noticed in people who have used drugs or alcohol?

The puppet or you may add to the children's responses, including the following:

- Changes the way people act in general.
- Makes it difficult to walk or drive.
- Slurs speech and makes it hard to understand what they are saying.
- Changes the way people feel. When people feel sad, they may use a drug, which makes them feel sadder, angry, or even nothing.
- Changes the way people think. They may not make good choices or decisions.
- Makes it hard to remember things-both important and unimportant.
- Makes the person sleepy.

Have you ever been treated differently by someone you know has been drinking or taking drugs? What kinds of things happen?

Elicit responses from the children. Points to emphasize are:

- They might argue or fight.
- They might ignore you.
- They might laugh a lot and think everything is funny.
- They might become loud and rude.
- They might be forgetful about what happened.

If using a puppet, it can now share with the group that its dad is sick with an addiction.

Activity Seven | The addiction journey

OBJECTIVE To describe the stages of addiction.

MATERIALS A drawing or felt board of a train track with the following stations or stops:

- no use
- single use
- occasional use
- harmful use
- dependency

Item to help children mark which "stop" their family member is at (pen or felt human forms).

TIMELINE 10–15 minutes

AGE RANGE Suitable for ages 6-11.

RESILIENCY Knowing; children begin to assess the level of use in their homes.

INSTRUCTIONS Large Group Activity

Explain the stages of addiction and place the stations along the railroad track.

Explain the analogy of a train en route to its destination

Many people travel this route and get off at different places along the route. Each place is a station on the addiction journey.

Distribute several felt characters to each child so that they can participate by dropping off felt characters at the various stations. Give older children the opportunity to place their characters at the stations that seem to match the use of drugs or alcohol by their parent or family member.

There are five stations, or stages of addiction—no use, single use, occasional use, harmful use, and dependency. You may talk to the children about the behaviour associated with each station as the felt characters are dropped off. If time allows, the children may make their own paper characters to be added to the collection of felt characters at the different signposts.

Stages of use and associated behaviour:

1. ***No use.*** Have never drunk alcohol, used drugs, or gambled.
2. ***Single use.*** Try alcohol or drugs as a one-time experiment. Some may decide they don't like the results and stop. Other people will continue to use and move along the journey.
3. ***Occasional use.*** Drink to celebrate a special occasion with family or friends, or use drugs or gamble once in a while.

4. ***Harmful use***. Use drugs, alcohol, or gambling to feel good, stop bad feelings, and reduce stress. The following problems begin to appear:
   - having hangovers or being sick the next morning
   - driving after drinking or using drugs
   - missing work
   - fighting with family members
   - having money problems
5. ***Dependency***. These people feel like they need the drug, alcohol, or gambling to live day to day. People with an addiction dependency have the following traits:
   - act like getting drunk or high, or gambling, is the only thing in life
   - try to control the use or gambling once in awhile.
   - have feelings of shame and hopelessness
   - think mostly about themselves
   - be demanding of others
   - make excuses for their behaviour/blaming others
   - try to control others

Activity Eight | Family rules

Objective To become aware of some of the rules that operate in their family.

Materials Flip chart, flip chart paper, and markers.

Timeline 10–15 minutes

Instructions: Large Group Activity

Every family needs rules to make sure that everyone is safe and healthy-rules about what time everyone has to go to bed to get enough sleep, or rules about eating all your vegetables, or crossing the street at the crosswalk.

What kinds of rules do you have in your family to keep everyone safe and healthy?

Sometimes, children living in families where there is an active addiction also learn three (spoken or unspoken) rules: **Don't talk. Don't trust. Don't feel.**

These rules may help protect the addicted person from the criticism or judgment of others, but are of no help to anyone else in the family. In fact, if the best way to solve a problem is to ask for help. These rules don't make too much sense, do they?

What rules do you have in your family?

Identify common or shared rules. Ask whether anyone has the three rules in their household. Ask the children whether they would like to add any new rules to their group rules. Ideas for additions to the children's group rules might be:

- "Talking is OK."
- "Do what you say you will do."
- "Say how you feel."

Activity Nine | Alcohol and drugs

OBJECTIVE To explore the various types of alcohol and drugs.

MATERIALS Puppet; fact sheets; flip chart paper; pictures or magazines; glue; scissors; Bristol board; markers.

ADDITIONAL RESOURCES

- Alberta Alcohol and Drug Abuse Commission (5th ed.). (2005). Quick facts about alcohol and drugs. Edmonton, AB: AADAC.
- Alberta Alcohol and Drug Abuse Commission. (2001-2003). Drug facts (various). http://aadac4kids.com/thefacts/drugfacts/...
- Alberta Alcohol and Drug Abuse Commission. (2001-2003). Just the facts (various). http://zoot2.com/justthefacts/...
- Alberta Alcohol and Drug Abuse Commission. (April 2003). Problem gambling. http://corp.aadac.com/gambling/factsheets/ProblemGambling

TIMELINE 20–30 minutes

AGE RANGE Suitable for ages 8–11.

RESILIENCY Exploring; creativity.

INSTRUCTIONS Large Group Activity

Present the following information to the group, preferably from prepared posters or flip charts.

Definition: A drug is any substance (other than food) which is taken to change the way the body or the mind works.

- Drugs can be described by putting them into different groups that often tell us how these drugs are used.
- Medical drugs include allergy medicines, cold or cough medicines, minor pain medications, antibiotics that fight bacteria, and prescription medicines.
  Ask: Does the group know what a prescription is?
- Invisible drugs include coffee (caffeine) and tobacco (nicotine).
- Illegal drugs include marijuana, cocaine, heroin, crack, crystal meth (methamphetamines), and acid.
- Drugs affect many parts of your body, including the brain.
- Once you have taken a drug, you cannot control its effects. It will continue to work in your body until the body breaks the drug down and removes it.

Brainstorm

Ask the group to brainstorm a list of different types of drugs they know:

1. Medical drugs. What different kinds of medicines can you think of?
2. Alcohol. What different kinds of beverage alcohol are there? [beer, wine, coolers, ciders, rum, rye, gin, vodka, brandy, champagne, whiskey, Irish cream, brandy]
3. Illegal drugs. What kinds of illegal drugs can you think of?

Collage Activity: Ask the children to make a collage of all the different kinds of drugs. They can cut and paste pictures from magazines or AADAC publications, or they can draw their own pictures.

Activity Ten | Snakes and ladders

OBJECTIVE To increase the participants' awareness of alcohol, drug, and gambling issues in a fun and unique way.

MATERIALS Snakes and Ladders: The AADAC Addictions Game (Instructions for making a game board are included in this resource. You will need a 12' x 15' canvas drop cloth, masking tape, ruler or measuring tape, string, cardboard, scissors, brass fastener, pencil, marker, paint. These items are listed along with all the instructions.)

TIMELINE 20–30 minutes

AGE RANGE Suitable (with adaptations) for ages 6-11.

RESILIENCY Insight; creativity and play.

INSTRUCTIONS Large Group Activity

Snakes and Ladders: The AADAC Addictions Game was developed for adolescents, but it can be revised to suit the needs of younger children by adapting the questions.

Determine which questions to ask and choose a particular topic to focus on.

Activity Eleven | Farewell circle

OBJECTIVE To close the group with a ritual and prepare the children for leaving.

MATERIALS Sun stickers.

TIMELINE 10 minutes

RESILIENCY Separating; disengaging; exploring feelings.

INSTRUCTIONS Large Group Activity

Children stand in a circle facing inward, with arms around each other's waists or interlocked at elbows. Instruct the group to turn the circle to the right (counter-clockwise) until one child volunteers and calls out "Sunshine!" and then shares something that they liked about the session. The turning then shifts direction, turning clockwise now, until another child shouts "Sunshine!" and describes what they liked best about the session. Continue until everyone who wants to participate has had a turn.

Consider that it may take some children more time to feel comfortable with the group.

Ask the children to sit in a circle and give the sun stickers to the S.U.N. child. Ask the S.U.N. child to give sun stickers to the other children who contributed positive things to the group and to say what that child said or did that was worthy of a sun sticker.

Alternate: If the S.U.N. child cannot do this, the puppet may give a sun sticker to every child, identifying a positive moment from the group or a personal strength that it sees in each child.

Module Three | Feelings[1]

MODULE GOALS

- To learn that everyone has feelings.
- To practise sharing feelings with others in a group setting.
- To learn that it is good to talk about feelings.

BACKGROUND FOR FACILITATORS[2]

Young children are trusting and open. They usually say exactly how they feel without thinking about it. But even before they reach school age, many children have learned to hide their true feelings. They pick up signals from their parents and other adults, and sense that there are certain things they shouldn't talk about and certain feelings they should keep to themselves.

As adults we aren't always comfortable talking to young children about feelings, especially feelings of fear, insecurity, anger, jealousy, and loneliness. We may respond with phrases that aren't very helpful, such as "You shouldn't feel that way", or "There's no reason to be afraid".

By the time children reach the pre-teen or teenage years, they may have decided that adults don't want to hear about their feelings. They may have become guarded and withdrawn, willing to confide in their friends but not in their parents or other adults. They may make poor choices as they try to copy the way other teenagers look and behave. Teenagers often feel isolated and believe that their peers are the only ones who really understand them.

When you take time to listen, and encourage a child to express his or her feelings, you're building a trusting relationship that will help in years to come.

The Happy Face Myth

Many people in our society are not able to talk honestly about feelings. Deep down, many people have bought into the happy face myth. We believe that being positive and cheerful is good; and feelings like sadness or anger, which make us uncomfortable, are bad.

How should you respond when a child talks about feelings? The first thing is to carefully listen. Instead of telling the child they shouldn't feel that way, try asking more about why they feel that way. Allow them to vent their feelings and let them do most of the talking. They'll feel better just knowing that you care enough to listen to their problems.

Respecting feelings–even uncomfortable ones

When a child can't share feelings of sadness or anger, those feelings don't just go away. They get bottled up until eventually they spill over in some other way. The child may be unkind to a younger brother or sister, or may bully the other kids at school or daycare. Or the child may become sad and withdrawn, unwilling to socialize with other children.

Children who can't express their feelings in a healthy way will find other ways to cope with those feelings. As a child grows older, those bottled-up feelings will continue to cause pain. The older child may turn to alcohol and other drugs as a way to relieve the pain.

WORKSHOP PLAN

ACTIVITY NAME	DURATION
Activity One: Arrival activity	5 min
Activity Two: Chillers and thrillers	10–15 min
Activity Three: Review and planning	5–10 min
Activity Four: Feelings are...	25 min
Activity Five: Feeling puppets	20 min
Activity Six: Stories about feelings	10–15 min
Activity Seven: Simple simon	10–15 min
Activity Eight: Feeling charades	10–15 min
Activity Nine: Complete the chart	20–30 min
Activity Ten: Masks	20–30 min
Activity Eleven: Two faces	20–30 min
Activity Twelve: Farewell circle	10 min

Activities should be selected to fit within the appropriate length of time available for the group. Post the workshop plan for the session in a place where all the children can see it. Ensure to review it verbally before starting each group.

LITERATURE/RESOURCES

Engelmann, J. (1991). *Wonder what i feel today colorbook*. Center City, MN: Hazelden Publishing and Educational Services.

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Steiner, C.M. (1969). *A warm fuzzy tale*. Carson, CA: Jalmar Press. Retrieved November 13, 2003, from http://www.emotional-literacy.com/fuzzy.htm

Wolin, S. J., Wolin, S. (1993). *The resilient self: How survivors of troubled families rise above adversity*. Toronto, ON: Random House.

Sooper puppy: Once upon a feeling. (1988). Sebastopol, CA: J. Gary Mitchell Film Company. [Video]

Activity One | Arrival activity

OBJECTIVES To welcome the child to the program room.
To create a comfortable atmosphere.
To provide the child with an activity that helps them join the group.

MATERIALS Nametags; stickers; S.U.N. visor; instant camera or photos of S.U.N. child; personal journals with feeling chart.

TIMELINE 5 minutes

RESILIENCY Expressing creativity; separating from parents; attaching in new relationships.

INSTRUCTIONS Individual Activity

Welcome each child individually. Assist the children in finding their personal nametag on the table.

Ask the children to find their journals, and to mark their feeling chart with the picture that best describes how they are feeling today. If there is no face that matches how they feel, encourage them to draw a face or write a feeling word that does describe their feelings.

Select a child to be the S.U.N. child for the session, in the manner agreed to in the first session. Clearly explain the responsibilities of the S.U.N. child for this session, and ask the child to keep track of sunshine moments when other children in the program do or say something kind, caring, or helpful. Let the S.U.N. child wear a visor with "S.U.N." insignia on it, if the child is comfortable doing so.

You may place a photo of the S.U.N. child on the sunflower chart, adding it to the poster depicting the previous Super Undercover Notables.

Activity Two | Chillers and thrillers

OBJECTIVE To re-connect the group facilitators and participants by telling stories about the past week.

MATERIALS None.

TIMELINE 10-15 minutes.

RESILIENCY Insight and knowing; connecting with the group; exploring.

INSTRUCTIONS Group Circle Activity

Gather the children into the opening circle. Explain that this exercise is called Chillers and Thrillers. You should go first and tell the children the worst part of your week (the chiller) and the best part of your week (the thriller). Then, invite each child in turn to share their own chillers and thrillers.

According to the rules, each child has the option to participate or not, waiting until he/she feels comfortable sharing with the group.

Activity Three | Review and planning

OBJECTIVE To remind participants of the information covered last week.
To prepare them to participate in the activities for this week.

MATERIALS Flip chart to list session agenda.

TIMELINE 5–10 minutes

RESILIENCY Knowing and exploring; setting clear boundaries and expectations.

INSTRUCTIONS Group Circle Activity

Ask: *Does anyone remember what we did in our last group?*

Allow the children an opportunity to answer. Summarize responses, acknowledge all contributions, and go over key information covered last time.

Review the group rules created at the first group session to make sure everyone remembers them.

Throughout the sessions, children are encouraged to break the unspoken "don't talk" rule of their families, and it may be difficult for some of them to do this. If they did talk in a past session, they may now feel guilty or remorseful for having broken silence and told something secret about their family. This activity is a good time to ask participants how they feel about what they said in the previous session.

Introduce the session's topic, Feelings, and tell children what activities they will be doing, preparing them for what will come.

Activity Four | Feelings are . . .

OBJECTIVES To understand what a feeling is.

MATERIALS Puppet (optional); balloon.

TIMELINE 10–20 minutes

AGE RANGE Suitable for ages 6–11.

RESILIENCY Knowing; exploring.

INSTRUCTIONS Large Group Activity

Explain the two kinds of feelings to the children.

There are two kinds of feelings: feelings that are on the outside, of our body; and feelings that are inside our body.

Feelings outside our body are sensations we get from touching things or things touching us.

An example might be when we touch a kitten. What does that feel like? [soft, smooth, warm]

Or when we touch the stove when we are cooking something. What does that feel like? [hot, hard]

Or when we touch snow. What does that feel like? [cold, wet, crunchy]

Ask the children for other examples of feelings outside.

There are other feelings that are sometimes harder to describe, and they might be hidden deep inside of us. These feelings are called emotions. These emotions are part of how we feel when something happens, or when we need something.

These emotions are not good or bad. They just are what we feel.

For example, if you are by yourself and you really don't want to be by yourself, you might feel lonely inside.

If you lost your favourite toy, how would you feel? Elicit responses from the children.

If you didn't finish your homework for school, how would you feel?

Everyone may have the same feelings, but show those emotions in different ways. If you are sad, what do you do to show it? If you are mad, what do you do to show it? If you are happy, what do you do to show it? Elicit responses from all the children.

Demonstrate the importance of sharing feelings by using a balloon to tell the following story. Emphasize the importance in telling others about what we feel, both inside and outside. It is part of good health, like eating good foods and getting lots of sleep.

The puppet begins the story (substitute an imaginary child for the puppet, if a puppet is not being used):

My mom drinks lots, mostly beer and wine.

Ask the children to say how they think the puppet might feel. With each suggestion from the children, the S.U.N. (Super Undercover Notable) blows some air into the balloon. Explain that the puppet tends to keep feelings inside, like keeping air in a balloon. Sometimes he feels so full, he feels like he might pop!

Puppet wakes up in the middle of the night and hears his mom and dad yelling at each other. How might the puppet feel? [S.U.N. blows more air into the balloon for each feeling the children identify].

Continue to elicit feeling responses from the children until the balloon is VERY full. (Additional scenarios follow).

When the puppet talks about or describes his feelings with an adult he trusts, the pressure and feelings start to go away. The puppet starts to give examples of who he could talk to, and the S.U.N. releases air from the balloon for each example.

How do you think it feels for the puppet to have all those feelings released? Do you think you might feel better if you could talk about your feelings?

SAMPLE SCENARIOS

- When Puppet wakes up in the morning, everyone else in his family is still sleeping. Puppet gets ready for school by himself.
- At the bus stop, an older bully bothers Puppet.
- At school, Puppet is hungry because he did not eat breakfast.
- Puppet talks to his friend at recess and mentions feeling scared when his parents fight.
- Puppet thinks about the good times his family used to have before his mom started drinking.
- At the school concert, Puppet's family did not show up even though they had promised him they would. All the other kids had family members at the concert.
- Puppet tells his teacher his feelings of disappointment and anger.
- Mom yells and screams at Puppet when she drinks. She bosses him around, calls him names, and puts him down.
- Mom promised to take Puppet to the circus when the circus came to town, but she forgot her promise.
- Puppet invited his dad to his birthday party but he didn't come.
- Sometimes when Puppet and his friends are playing at Puppet's house, his mom starts yelling at them and sends them all home.
- Puppet told the school counsellor that he misses his dad.
- When Puppet's mom hasn't been drinking, she cooks Puppet's favourite food for supper and they play games together afterwards. [confusion]
- Before Puppet's dad moved away, Puppet heard his mom and dad arguing. He heard them say he was the reason they argued.
- Puppet thinks about all the fun things that his dad used to do with him before he moved away.
- Sometimes when Puppet's mom has been drinking a lot, Puppet hears her crying late at night.
- Lots of mornings Puppet's mom is too tired to get up and Puppet has to make his own breakfast.
- Puppet fails a math test.

Activity Five | Feeling puppets[3*]

OBJECTIVE To express feelings through puppets.

MATERIALS A variety of feeling puppets (Angry Amy, Sad Sam, Fearful Frankie, Guilty Gail, Happy Harry, and Confused Connie) with an initial (e.g., H) emblazoned on their tummy; a mother puppet and father puppet; index placards with the puppets' names; six empty pop bottles.

TIMEline 15–20 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Knowing and exploring emotional expressions.

INSTRUCTIONS Group Activity

Start by asking the children to say: What is a feeling? After brainstorming, introduce the puppets.

Explain that the puppets live in a family with an addiction. A mother and father puppet may be introduced as well.

Using empty pop bottles, stand the puppets upright in a semicircle. Play out various problems between mom and dad in two- or three-minute segments. The children then pick the puppet that best represents how they would feel if they lived in the Feeling Puppet Family. They share the puppet's feelings and tell why they feel that way. Children may take turns to be more than one Feeling Puppet in the family.

SAMPLE SCENARIOS

- Confrontation about drinking and using drugs
- A fight about name-calling (verbal abuse)
- Threats of divorce
- Argument about not working

This is an extremely powerful activity to help children describe their feelings with the safety of communicating through puppets. Ideally, each child takes a turn with each puppet in order to share a number of feelings.

Affirm the feelings as expressed through the puppets.

Explore what the puppets might be thinking. Ask for alternate explanations.

*From *Kids' Power: Healing Games for Children of Alcoholics* (p. 2), by J. Moe and D. Pohlman. Deerfield Beach, FL: Health Communications, Inc. Copyright 1989. Used with permission.

Activity Six | Stories about feelings

OBJECTIVE To learn that feelings are based on what happens.

MATERIALS Puppet.

TIMELINE 10 minutes

AGE RANGE Suitable for ages 6–11.

RESILIENCY Knowing and exploring emotional expressions.

INSTRUCTIONS Group Activity

Puppet explains:

Feelings are based on past experience. For instance, on the first day of school, my mom put me on a big yellow school bus. The bus driver asked me "What school do you want to be dropped off at?" I couldn't remember the name of the school my mother had told me. I shook my head, feeling confused and afraid.

There were four schools where the bus dropped off the children. At the last school, I noticed a big cross standing on the roof and told the bus driver that I thought my school was this one. Luckily for me, this was the right school.

Ask the children: *How did Puppet feel about the first day at school?* Elicit responses from the children.

Tell another story:

On the other hand, let's take a look at Marvin. Marvin's mom drove him to the new school on the first day. They went to the office and got a bus tag number to ride the bus. Marvin had noticed the school building and the playground. Mom had reminded him of the correct entrance to the school from the bus stop. How does Marvin feel about the first day at school? Puppet and Marvin feel differently about the first day of school because of what happened to them?

What if Puppet's mom had decided to take him to school by car on the first day to his new school-how would Puppet have felt? Elicit answers from the children. Emphasize that the important thing to remember is that feelings change.

Think of something you once were afraid of once, but you aren't any more. Who wants to share? Elicit ideas from the children, clarifying the situation that caused the fear and acknowledging that the fear is now gone.

Activity Seven | Simple Simon

OBJECTIVE To role play different emotions.

MATERIALS None.

TIMELINE 5–10 minutes

AGE RANGE Suitable for ages 6–9.

RESILIENCY Playing; listening and knowing.

INSTRUCTIONS Large Group Activity

Participants play the traditional game Simple Simon substituting feelings for actions.

The phrasing can the one of the following:

- Simple Simon says to be [choose a feeling].
- Be [choose a feeling].

Children who follow a direction not preceded by Simple Simon must sit down.

You may start the game, and the last remaining child may assume the role of Simon for repeated play.

Possible feelings to role play:

Happy	Sad
Angry	Worried
Afraid	Surprised
Love	Excited
Curious	Bored
Shy	Hopeful
Proud	Calm
Embarrassed	Hurt
Brave	Guilty
Sorry	Frustrated

Activity Eight | Feeling charades

OBJECTIVE To illustrate how feelings are expressed and how they look.

MATERIALS Charade box; marker and index cards (optional).

TIME 5-10 minutes

AGE RANGE Suitable for ages 8 and older.

RESILIENCY Playing and creating; knowing.

INSTRUCTIONS Paired Activity

Gather the children in circle. Have the S.U.N. child start as "It," who selects a card from the charade box and acts out a feeling or action that evokes an emotion to the rest of the group. The child that guesses correctly is the next one to be "It." The S.U.N. can be the keeper of the charade box.

Below are possible feelings for the charade box. Collect different suggestions from the children to add to the box, which can be added using index cards.

Happy	Sad
Angry	Worried
Afraid	Surprised
Love	Excited
Curious	Bored
Shy	Hopeful
Proud	Calm
Embarrassed	Hurt
Brave	Guilty
Sorry	Frustrated

Activity Nine | Complete the chart

OBJECTIVE To review the information about feelings.

MATERIALS Prepared flip chart; markers.

TIMELINE 5 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Insight.

INSTRUCTIONS Group Activity

Review information about feelings by printing the children's answers in the blank spaces on the large chart paper.

The answer to all the blanks is "feelings."

EVERYONE HAS _____ .

_____ ARE BASED ON PAST EXPERIENCES.

ONE PERSON'S _____ CAN BE DIFFERENT FROM ANOTHER PERSON'S.

_____ CAN CHANGE.

ALL _____ ARE OKAY.

Activity Ten | Masks

OBJECTIVE To learn about inside feelings and outside appearances.

MATERIALS Paper plates; face paints; craft sticks; paper bags (big enough to go over a child's head); paints; markers; coloured paper; scissors; glue; decorations (feathers, fur, silk flowers, fabric); mirror.

TIMELINE 20 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Insight; creativity; freedom to express the authentic self.

INSTRUCTIONS Individual and Group Activity

Introduce the idea that people sometimes create masks to try to hide what they are feeling from the rest of the world. Say:

Today we're going to do an activity that shows how we look on the outside is often different from how we feel on the inside. If we're feeling sad or depressed, we often don't want other people to know that we feel that way. In trying not to show how we really feel, our faces often become masks that disguise our true feelings.

Let's show our disguises with real masks. First, make a mask that shows how you would like people to see you on the outside. You can make your mask out of bags, coloured paper, or paper plates.

Next, we're going to invite each of you to come to the quiet corner and sit in front of the mirror with one of the group leaders. With our help, we want you to paint your face showing how you feel on the inside when you are with your family. When you're done, put your mask on, so no one can see your inside feeling. When everyone is finished, we'll sit in the circle and show what we've done.

In the circle, ask the group what they see in each child's outside mask. Then, ask: *What do you feel on the inside?* Invite each child in turn to take off their masks and show their hidden feelings.

Ask: *What is it like to wear a mask each day when you feel so different inside? Why do you think that people look different on the outside from how they feel on the inside?*

Answer: To protect themselves because they feel ashamed, embarrassed, or sad.

Activity Eleven | Two faces

OBJECTIVE To learn that inside feelings don't always show on the outside.

MATERIALS Paper bags; markers; paint; yarn or other decorations.

TIMELINE 5–10 minutes

AGE RANGE Suitable for ages 6–9.

RESILIENCY Play; observing, sensing, thinking.

INSTRUCTIONS Group Activity

Put a bag over your head; the bag has a happy face on it. Ask the children to guess what kind of feeling is happening inside the bag. Elicit several responses from the children. Remove the bag and show a very sad face. Elicit responses to the outside and the inside faces. Let several children try using the paper bag, and let the rest of the children guess what kind of feeling is happening inside.

Highlight that these disguises, or masks, are neither good nor bad and that these feelings need to be expressed in a healthy way. Explain that there are times the child needs to lower or raise these disguises.

Activity Twelve | Farewell circle

OBJECTIVE To close the group with a ritual and prepare the children for leaving.

MATERIALS Sun stickers

TIMELINE 10 minutes

RESILIENCY Separating; disengaging; exploring feelings.

INSTRUCTIONS Large Group Activity

Children stand in a circle facing inward, with arms around each other's waists or interlocked at elbows. Instruct the group to turn the circle to the right (counter-clockwise) until one child volunteers and calls out "Sunshine!" and then states something that they liked about the session. The turning then shifts direction, turning clockwise now, until another child shouts "Sunshine!" and describes what they liked best about the session. Continue until everyone who wants to participate has had a turn.

Consider that it may take some children more time to feel comfortable with the group.

Ask the children to sit in a circle and give the sun stickers to the S.U.N. child. Ask the S.U.N. child to give sun stickers to the other children who contributed positive things to the group and to say what that child said or did that was worthy of a sun sticker.

Alternate: If the S.U.N. child cannot do this, the puppet may give a sun sticker to every child, identifying a positive moment from the group or a personal strength that it sees in each child.

Module Four | Problem solving

MODULE GOALS

- To participate in a creative problem-solving model.
- To learn to evaluate the consequences of actions in order to make better choices.
- To learn to recognize thoughts and feelings that generate problem situations.

BACKGROUND FOR FACILITATORS

Children from families where active addiction is present often have to deal with many problems including parental inconsistencies and broken promises. There may also be problems at school and with friends. The children, who often feel isolated and alone in their chaotic lives, can become vulnerable. In order for these children to become resilient and have a positive view for their future, they need tools that are effective in helping them make positive choices and be their own best allies. This module helps children learn to identify and solve problems. They are encouraged to plan ahead, make healthy choices, and use positive self-talk.

This module contains a five-step process for solving problems that enables children to care for themselves. By using these steps, the children can learn to solve everyday problems, gain mastery of their situation, and help themselves develop a realistic perception of their problems and experiences.[1]

STEP 1 STOP!

Stop what you are doing.

Take a deep breath.

Think of a quiet place.

STEP 2 THINK (WHAT IS THE PROBLEM?)

Think about one problem at a time.

What is happening that is causing the problem?

Who is it happening to?

Where is it happening?

Is there something I am doing that is causing the problem?

STEP 3 OPTIONS (WHAT CAN I DO?)

Is this a problem that I can do anything about–is it in my control?

What can I do about it?

If I can't do anything to solve the problem, can I do something to take care of myself?

Who else could help me?

STEP 4 READY (WHAT MIGHT HAPPEN?)

Pick your favourite three choices to solve the problem.

What are the good and not-so-good things that might happen for each choice?

Which choice will you try first? Do it!

STEP 5 MEASURE (HOW DID IT TURN OUT?)

What happened? (There are no failures, just new things to learn.)

Did the solution measure up to solving the problem the way you thought it would?

Was your first choice for a solution the best way to solve the problem?

Would you like to try a different solution?

WORKSHOP PLAN

ACTIVITY NAME	DURATION
Activity One: Arrival activity	5 min
Activity Two: Chillers and thrillers	10–15 min
Activity Three: Review and planning	5–10 min
Activity Four: Eye of the storm	10 min
Activity Five: S.T.O.R.M.	20–30 min
Activity Six: Talking to yourself	15 min
Activity Seven: Farewell circle	10 min

Activities should be selected to fit within the appropriate length of time available for the group. Post the workshop plan for the session in a place where all the children can see it. Ensure to review it verbally before starting each group.

LITERATURE/RESOURCES

Apacki, C. (1991). *Energizers and other great cooperative activities for all ages*. Granville, OH: Quest International.

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Activity One | Arrival activity

OBJECTIVES To welcome the child to the program room.
To create a comfortable atmosphere.
To provide the child with an activity that helps them join the group.

MATERIALS Nametags; stickers; S.U.N. visor; instant camera or photos of S.U.N. child; personal journals with feeling chart.

TIMELINE 5 minutes

RESILIENCY Expressing creativity; separating from parents; attaching in new relationships.

INSTRUCTIONS Individual Activity

Welcome each child individually. Assist the children in finding their personal nametag on the table.

Ask the children to find their journals, and to mark their feeling chart with the picture that best describes how they are feeling today. If there is no face that matches how they feel, encourage them to draw a face or write a feeling word that does describe their feelings.

Select a child to be the S.U.N. child for the session, in the manner agreed to in the first session. Clearly explain the responsibilities of the S.U.N. child for this session, and ask the child to keep track of sunshine moments when other children in the program do or say something kind, caring, or helpful. Let the S.U.N. child wear a visor with "S.U.N." insignia on it, if the child is comfortable doing so.

You may place a photo of the S.U.N. child on the sunflower chart, adding it to the poster depicting the previous Super Undercover Notables.

Activity Two | Chillers and thrillers

OBJECTIVE To re-connect the group facilitators and participants by telling stories about the past week.

MATERIALS None

TIMELINE 10–15 minutes.

RESILIENCY Insight and knowing; connecting with the group; exploring.

INSTRUCTIONS Group Circle Activity

Gather the children into the opening circle. Explain that this exercise is called Chillers and Thrillers. You should go first and tell the children the worst part of your week (the chiller) and the best part of your week (the thriller). Then, invite each child in turn to describe their own chillers and thrillers.

According to the rules, each child has the option to participate or not, waiting until he/she feels comfortable sharing with the group.

Activity Three | Review and planning

OBJECTIVE To remind participants of the information covered last week.
To prepare them to participate in the activities for this week.

MATERIALS Flip chart to list session agenda

TIMELINE 5–10 minutes

RESILIENCY Knowing and exploring; setting clear boundaries and expectations.

INSTRUCTIONS Group Circle Activity

Ask: *Does anyone remember what we did last group?*

Allow the children an opportunity to answer. Summarize responses, acknowledge all contributions, and go over key information covered last time.

Review the group rules created at the first group session to make sure everyone remembers them.

Throughout the sessions, children are encouraged to break the unspoken "don't talk" rule of their families, and it may be difficult for some of them to do. If they did talk in a past session, they may now feel guilty or remorseful for having broken silence and told something secret about their family. This activity is a good time to ask participants how they feel about what they said in the previous session.

Introduce the session's topic—problem solving—and tell children what activities they will be doing, preparing them for what will come.

Activity Four | Eye of the storm

OBJECTIVE To learn how to stop and focus before trying to tackle a problem.

MATERIALS Relaxation exercise #4, Relaxing in the eye of the storm.

TIMELINE 10 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Personal power; independence.

INSTRUCTIONS: Large Group Activity

In nature, hurricanes are huge storms that can have winds with speeds of more than 200km per hour and can cause lots of damage to houses and people. But even in such a destructive storm, there is something called "the eye of the storm"—a small area, in the centre of the hurricane, which is very calm and quiet. If we could stand in the eye of a hurricane, it would be like the storm was gone—sunny skies and calm winds. All around the eye, however, there is violent wind and heavy rain. But in the eye of the storm, it is always peaceful.

Demonstrate the eye of the storm by having the kids create a hurricane in the room. Have one child volunteer to be the eye of the storm and have that child stand in the centre of the room. Explain that as the eye, the child should stand still, quiet and peaceful, no matter what else happens. The rest of the children can be the wind and rain of the hurricane. When you give a signal, they should all run in the same direction around the child who is the eye. After the exercise is complete, point out how the child, who was the eye, was able to remain calm and peaceful even with all the chaos around him/her.

When you feel surrounded by stormy problems, you might want to imagine that you are in the eye of the storm. This takes practice, though, so we are going to do an activity to help you practise being calm like the eye of a storm.

Conclude with a relaxation activity for the children.

Activity Five | S.T.O.R.M.

OBJECTIVE: To teach the children a problem-solving technique.

MATERIALS: Puppet; white paper; tempera paint or felt markers; flip chart.

TIME: 20–30 minutes

AGE RANGE: Suitable for ages 6 and older.

RESILIENCY: Independence.

INSTRUCTIONS: Large Group Activity

Initiate a brief discussion on the nature of problems.

Define with the group: *A problem is something that makes us uncomfortable, unhappy, or unhealthy in some way.*

Ask the children to some give examples of problems they might encounter. The puppet, if used, can give an example of a problem, too (e.g., someone took its lunch from its locker at school.)

No one ever stops having problems. We have them our whole lives, so it is important to learn how to solve problems. The more practice we get solving problems, the better we get.

Distribute white paper and tempera paint or felt pens, and ask participants to draw or paint a picture of something that seems to cause a problem for them—a problem they would like to try to solve for next week. Ask them to pick just one problem at a time. Circulate and ask each child about the problem they are illustrating. If the child can't think of a problem, ask them to draw a picture about the last time they felt sad, uncomfortable, hurt, or angry.

Once the drawings are complete, gather the group together in a circle. Introduce the concept of problem solving.

Problem solving is a step-by-step way to try to find answers to our problems. The name of our problem-solving method is S.T.O.R.M. [Write the letters vertically down the side of flip chart paper]. *Each letter stands for a step in solving a problem.*

"S" STOP!

Stop what you are doing.

Take a deep breath.

Think of a quiet place, like the eye of the storm.

The relaxation exercise we just did was actually the first step in solving a problem. We stopped, took a deep breath, and thought of a quiet place.

"T" THINK (WHAT IS THE PROBLEM?)

Think about one problem at a time.

What is happening that is causing the problem?

Who is it happening to?

Where is it happening?

Is there something I am doing that is causing the problem?

The pictures you just drew followed this next step-you thought about your problem. Now we'll take some time and give each of you a chance to show your picture to the group, and describe the problem you are having.

After each child has had a chance to show their pictures, it may be helpful to have an energizer break.

After the break, continue:

The next step in trying to solve a problem is to think about what you can do.

"O" OPTIONS (WHAT CAN I DO?)

Is this a problem that I can do anything about-is it in my control?

What can I do about it?

If I can't do anything to solve the problem, can I do something to take care of myself?

Who else could help me?

Let's see whether, as a group, we can come up with some creative ideas to address the problems that you are having. Would anyone like to state their problem so we can try this step?

Brainstorm possible solutions for each problem depicted in the paintings/drawings. Record ideas on a flip chart. The first suggestions should come from the problem's owner first. Ask for ideas from others after the child has offered at least one way they could deal with the problem.

"R" READY (WHAT MIGHT HAPPEN?)

Pick your favourite three choices to solve the problem.

What are the good and not so good things that might happen for each choice?

Which choice will you try first? Do it!

So which suggestion would you use to try and solve this problem?

"M" MEASURE (HOW DID IT TURN OUT?)

What happened? (There are no failures, just new things to learn.)

Did the solution measure up to solving the problem the way you thought it would?

Was your first choice of a solution the best way to solve the problem?

Would you like to try a different solution?

Next week we will check in and see how well your idea worked.

Activity Six | Talking to yourself[2]

OBJECTIVE To learn about self-talk.
To practice changing negative messages into positive messages.

MATERIALS Flip chart; flip chart paper; story: The Little Engine That Could.

TIMELINE 15 minutes

AGE RANGE Suitable for ages 6–10.

RESILIENCY Fostering realistic optimism and a positive self image.

INSTRUCTIONS Large Group Activity

Solving problems is an important thing to learn. It is also important to know what kind of things you are saying to yourself. In the same way that a parent can help us to do better by saying things that encourage us, we can all say things to ourselves to help us do better.

Read the story *The Little Engine That Could.*

Everybody talks to themselves. Most of the time we don't even know we're doing it. The way we talk to ourselves affects the way we feel about ourselves.

What did the little engine say to himself so he could get over the hill?

Answer: I think I can, I think I can.

Sometimes people think about the same thing very differently. Problems can sometimes come from how we think about a situation. We need to think about how to solve the problem instead of thinking that the problem can't be solved.

Let's look at some of the problems that you've drawn today.

Discuss:

What is the situation?

What do you think about the problem?

What do you feel?

How could you think about this differently?

What new feelings might you have?

Activity Seven | Farewell circle

OBJECTIVE To close the group with a ritual and prepare the children for leaving.

MATERIALS Sun stickers.

TIMELINE 10 minutes

RESILIENCY Separating; disengaging; exploring feelings.

INSTRUCTIONS Large Group Activity

Children stand in a circle facing inward, with arms around each other's waists or interlocked at elbows. Instruct the group to turn the circle to the right (counter-clockwise) until one child volunteers and calls out "Sunshine!" and then describes something that they liked about the session. The turning then shifts direction, turning clockwise now, until another child shouts "Sunshine!" and describes what they liked best about the session. Continue until everyone who wants to participate has had a turn.

Consider that it may take some children more time to feel comfortable with the group.

Ask the children to sit in a circle and give the sun stickers to the S.U.N. child. Ask the S.U.N. child to give sun stickers to the other children who contributed positive things to the group and to say what that child said or did that was worthy of a sun sticker.

Alternate: If the S.U.N. child cannot do this, the puppet may give a sun sticker to every child, identifying a positive moment from the group or a personal strength that it sees in each child.

Module Five | Self-esteem

MODULE GOALS

- To expose each child to his/her worth, uniqueness, and potential.
- To build self-esteem with the help of the group's positive influence.
- To provide opportunities to discover interests and capabilities of others.

BACKGROUND FOR FACILITATORS

"What is self-esteem? It is how a person feels about himself. It is his overall judgment of "himself—how much he likes his particular person"[1]

Kids of all ages need a solid sense of their own value. They need to know that:

- There is nobody else like them in the entire world.
- They have certain abilities and talents.
- Their thoughts and actions do make a difference.
- The way they treat themselves and others is important.

Everyone encounters major setbacks and disappointments in life. Not being picked for a sports team or for a role in the school play can seem like a real blow for a young child. But children also have more serious issues to cope with, such as:

- Good friends sometimes move far away.
- Families may be separated by divorce.
- Someone a child loves may become ill and die.

Some children have very grown-up problems to deal with. Children who have a healthy sense of self-worth are more likely to remain positive and make good choices, even when life doesn't turn out the way it's supposed to.

How do you build a child's self-esteem?

Provide encouragement and support to help strengthen a child's confidence. This is something almost all parents do instinctively at first. They praise a baby when he/she takes their first step or tries to feed themselves.

As children grow older, it is sometimes easy to forget that they still need praise and encouragement at every stage of development—when they are babies, toddlers, young children, preteens, and adolescents.

Children need to learn to make mistakes, believe that they can try again, and experience mastery[2]. These learning experiences contribute to an optimistic and realistic view of themselves and the world they live in.

Children need to know that they are loved and appreciated, no matter what may happen in the world around them. If there are troubles in the family, children often think that they have somehow caused the problems. The child can build a stronger sense of self-worth by learning

and understanding that adult problems are not the child's fault.

Children need to feel secure and cared for. They need rules and routines, and consistent love from a parent or caregiver. They need someone who is not afraid to say "no" to them. Children need to know that there are limits on what they are allowed to do.

Children gain a sense of responsibility and belonging when asked for their opinion. They need practice in making decisions about family outings, about the assignment of small household tasks, or about what to eat or what to wear. When children are encouraged to participate, and their opinions are respected, they feel valued.

Self-esteem and making choices about life[3]

Children who feel neglected or unloved know that something big is missing from their lives. As they grow older, they may try to fill that emptiness by turning to alcohol, other drugs, or gambling. Children who know that they are loved and who have a strong sense of their own value as individuals have a better chance of leading happy and fulfilling lives.

Parents are the biggest influence in a child's life, and their love and support make all the difference. When parents show their love every day in little ways, they are building their child's sense of identity and self-worth. They are helping their children become stronger and more confident, become better equipped to cope with the problems in their world, and become more likely to make healthy choices in the future.

WORKSHOP PLAN

ACTIVITY NAME	DURATION
Activity One: Arrival activity	5 min
Activity Two: Chillers and thrillers	10-15 min
Activity Three: Review and planning	5-10 min
Activity Four: Electrical charge	5 min
Activity Five: I am	15-20 min
Activity Six: Naturally me	10-15 min
Activity Seven: My special qualities	10-15 min
Activity Eight: Sooper puppy (Video)	30 min
Activity Nine: Farewell circle	10-15 min
	10 min

Activities should be selected to fit within the appropriate length of time available for the group. Post the workshop plan for the session in a place where all the children can see it. Ensure to review it verbally before starting each group.

LITERATURE/RESOURCES

Briggs, D. C. (1970). *Your child's self-esteem: The key to life*. Garden City, NY: Doubleday.

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Wood, A. (1984). *I'm as quick as a cricket*. Swindon, England: Child's Play.

Activity One | Arrival activity

OBJECTIVES To welcome the child to the program room.
To create a comfortable atmosphere.
To provide the child with an activity that helps them join the group.

MATERIALS Nametags; stickers; S.U.N. visor; instant camera or photos of S.U.N. child; personal journals with feeling chart.

TIMELINE 5 minutes.

RESILIENCY Expressing creativity; separating from parents; attaching in new relationships.

INSTRUCTIONS Individual Activity

Welcome each child individually. Assist the children in finding their personal nametag on the table.

Ask the children to find their journals, and to mark their feeling chart with the picture that best describes how they are feeling today. If there is no face that matches how they feel, encourage them to draw a face or write a feeling word that does describe their feelings.

Select a child to be the S.U.N. child for the session, in the manner agreed to in the first session. Clearly explain the responsibilities of the S.U.N. child for this session, and ask the child to keep track of sunshine moments when other children in the program do or say something kind, caring, or helpful. Let the S.U.N. child wear a visor with "S.U.N." insignia on it, if the child is comfortable doing so.

You may place a photo of the S.U.N. child on the sunflower chart, adding it to the poster depicting the previous Super Undercover Notables.

Activity Two | Chillers & thrillers

OBJECTIVE To re-connect the group facilitators and participants by telling stories about the past week.

MATERIALS None.

TIMELINE 10–15 minutes.

RESILIENCY Insight and knowing; connecting with the group; exploring.

INSTRUCTIONS Group Circle Activity

Gather the children into the opening circle. Explain that this exercise is called Chillers and Thrillers. You should go first and tell the children the worst part of your week (the chiller) and the best part of your week (the thriller). Then, invite each child in turn to describe their own chillers and thrillers.

According to the rules, each child has the option to participate or not, waiting until he/she feels comfortable sharing with the group.

Activity Three | Review and planning

OBJECTIVE To remind participants of the information covered last week.
To prepare them to participate in the activities for this week.

MATERIALS Flip chart to list session agenda.

Time 5–10 minutes

RESILIENCY Knowing and exploring; setting clear boundaries and expectations.

INSTRUCTIONS Group Circle Activity

Ask: *Does anyone remember what we did last group?*

Review problem-solving. *How did your solutions for solving your problems work out? What happened?* [There are no failures, just new things to learn.] *Did the solution measure up to solve the program the way you thought it would? Was that the best way to solve the problem? Would you like to try a different solution?*

Allow the children an opportunity to answer. Summarize responses, acknowledge all contributions, and go over key information covered last time.

Review the group rules created at the first group session to make sure everyone remembers them.

Throughout the sessions, children are encouraged to break the unspoken "don't talk" rule of their families, and it may be difficult for some of them to do. If they did talk in a past session, they may now feel guilty or remorseful for having broken silence and told something secret about their family. This activity is a good time to ask participants how they feel about what they said in the previous session.

Introduce the session's topic, Self-esteem, and tell children what activities they will be doing, preparing them for what will come.

Activity Four | Electrical charge

OBJECTIVE To introduce the concept "I am special."

MATERIALS None.

TIMELINE 5 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Self-worth; relaxation skills

INSTRUCTIONS Large Group Activity

Gather the children in a circle. Say:

Using your imagination, pretend that you are a rigid soldier. Tighten all the muscles in your body for a count of 10. [Count from one to ten.] Now totally relax; loosen your muscles so they are limp. This time pretend that you are a rag doll. Let your head roll from side to side. Drop your head to your chest. Let your arms swing gently and then stop. Let your feet roll out to the side. Loosen your knees. Your body feels soft and relaxed. This is how you can teach your body to relax.

Explain that the group is going to receive an electrical charge by zapping each other with ideas about why they are special. Following your example, each person has to think of one thing about themselves that is special. This electric charge will give them energy to get going with their day.

Start by gently squeezing the next child's hand saying "*I'm special because... I love to laugh.*" The child who receives the squeeze repeats the words "*I'm special because...*" and inserts his/her own response. Continue until everyone has a turn and the whole group is energized.

Activity Five | I am

OBJECTIVE To explore what is important to each child.

MATERIALS What's Important checklist; pencils.

TIMELINE 15–20 minutes.

AGE RANGE Suitable for ages 8–11.

RESILIENCY Knowing; exploring.

INSTRUCTIONS Paired Activity

Ask the children to think about the question: Who are you?

Most people try to figure this question out by thinking about personal qualities. What kinds of things do you like and dislike? What do you like to do in your spare time? If you were somebody else, who would you want to be? The answers to all these questions tell the world who you are and can help you figure out what kind of person you want to be.

Each of us is one of a kind. We are all special. Being special is a wonderful gift we were born with and no person or event can take it away. Competing with others in being special is not necessary because each one of us is unique and special in his or her own way. To be one of a kind is as special as you can get.

Divide the group into pairs, older children with younger children if possible, and give them the worksheet, I am!

I am!

1. My name is:

   The name I like to be called is:

2. Check all that apply. I like:

❒ laughing	❒ doing things with my friends	❒ animals
❒ painting	❒ doing things my way	❒ relaxing
❒ being liked	❒ sports	❒ keeping busy
❒ being alone	❒ competing with myself	❒ being outdoors
❒ taking risks	❒ trying new things	❒ being part of a group

3. The three most important things in my life are:

   1.

   2.

   3.

4. My favourite place to visit is:

5. My favourite game is:

6. Check all that apply. I am:

❒ happy	❒ nervous	❒ a good writer	❒ slow	❒ calm
❒ smart	❒ quiet	❒ good artist	❒ brave	❒ bored
❒ funny	❒ lonely	❒ afraid	❒ shy	❒ sick
❒ sad	❒ guilty	❒ talented	❒ worried	❒ interested
❒ clumsy	❒ well-liked	❒ friendly	❒ alone	❒ considerate
❒ kind	❒ healthy	❒ jealous	❒ noisy	❒ comfortable
❒ easily hurt (feelings)		❒ good-looking/pretty		❒ different

Activity Six | Naturally me

OBJECTIVES To illustrate the connection between each person in the group.
To share each child's favourite thing in nature.

MATERIALS Plain paper; markers, pencils, or crayons; erasers.

TIMELINE 10–15 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Connecting to others; self-worth.

INSTRUCTIONS Large Group Activity

Gather the children in a large circle at a table. Distribute a piece of white paper to each child. Instruct the children to draw a small thing that they like in nature on their paper; for example, the sun or a tree.

Ask the children to now pass the paper to the right and again draw something they like in nature, adding it to the picture in front of them. Ask the children to draw something different than what is already on the paper. Keep circulating the papers until everyone has added something to each paper. The pictures are complete when they get back to their originator.

Let the children show the masterpieces to the group. Highlight the idea that things in nature, may be different or similar, but together they make a beautiful picture. All parts of the picture add to it until it becomes a "masterpiece." You may display the paintings/drawing on a bulletin board, add them to the children's journals, or let the children take them home.

Activity Seven | My special qualities

OBJECTIVE To identify personal strengths and positive qualities in themselves.

MATERIALS Plain paper; markers, pens, pencils, or crayons; erasers.

TIMELINE 10–15 minutes

AGE RANGE Suitable for ages 6–11.

RESILIENCY Creating; playing; shaping.

INSTRUCTIONS Large Group Activity

Distribute two pieces of paper to each child.

Instruct the children to write their name on their page. Ask them to reflect quietly for a few minutes about the special qualities that other children in the group have. You can provide some positive qualities as examples.

Instruct the children to pass their papers to the left and to write or draw a special quality about the person whose name is on the paper. (You should act as a scribe for younger children.)

Once everyone is done, ask the children to pass the page again. Continue passing and writing on each paper until each child receives his/her paper.

Allow the children time to read the comments written on their page.

Ask the children to select one thing that they read that they really liked, and one thing that surprised them.

When each child reads aloud the comments, ask whether they believe they have that quality. Acknowledge all responses.

Activity Eight | *Sooper Puppy* video

OBJECTIVE To learn that it's OK to make mistakes.
To learn how to say "no" to bad choices.

MATERIALS Sooper Puppy: Self-Esteem video and discussion guide.

TIMELINE 19:35 min; 10 min discussion

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Self-acceptance; boundaries.

INSTRUCTIONS Large Group Activity

Instructions included with video have key questions that can be used to stimulate brainstorming.

Activity Nine | Farewell circle

OBJECTIVE To close the group with a ritual and prepare the children for leaving.

MATERIALS Sun stickers.

TIMELINE 10 minutes

RESILIENCY Separating; disengaging; exploring feelings.

INSTRUCTIONS Large Group Activity

Children stand in a circle facing inward, with arms around each other's waists or interlocked at elbows. Instruct the group to turn the circle to the right (counter-clockwise) until one child volunteers and calls out "Sunshine!" and then shares something that they liked about the session. The turning then shifts direction, turning clockwise now, until another child shouts "Sunshine!" and describes what they liked best about the session. Continue until everyone who wants to participate has had a turn.

Consider that it may take some children more time to feel comfortable with the group.

Ask the children to sit in a circle and give the sun stickers to the S.U.N. child. Ask the S.U.N. child to give sun stickers to the other children who contributed positive things to the group and to say what that child said or did that was worthy of a sun sticker.

Alternate: If the S.U.N. child cannot do this, the puppet may give a sun sticker to every child, identifying a positive moment from the group or a personal strength that it sees in each child.

Module Six | Roles and relationships

MODULE GOALS

- To listen and respond to a story about families.
- To identify the special groups to which they belong and explore their relationship with others in these groups.

BACKGROUND FOR FACILITATORS

Family roles

Children in families that are affected by substance abuse or gambling develop coping mechanisms that affect each member of the family. Implicit or explicit rules are formed (see *Module Two: Understanding Addiction*), and each member of the family assumes a role in order to compensate for, and lessen the impact of, the addictive behaviour. Unfortunately, children often do not comprehend these roles because of their developmental stage.

A spouse or partner of an addicted person often takes on a role described in the literature as an "enabler" or "co-dependent." In this role, the partner attempts to protect the addicted person and the family from any harmful consequences related to the addiction. This behaviour, although well meant, is counter-productive: by eliminating potentially negative repercussions to the person who is addicted and the family, it becomes easier for the addicted person to maintain the addiction. Gradually, more time is spent on the addictive behaviour and less time is spent with the children of the family.

When time and attention are taken away from children in a family, they often adapt by learning to take care of each other. Although every family's experience with addiction is unique, it is typical for one child to become the substitute parent for the family, assuming the responsibilities of caring for siblings and other duties not done by the parents. It is also likely that children may act out, withdraw from the world around them, or deal with their frustration and pain through humour.

Roles in families where addiction is present, identified by Claudia Black[1] and others are summarized in the following list:

1. **The Responsible Child or Hero**. Takes care of others and assumes the role vacated by the co-dependent parent.
2. **The Scapegoat**. Behaves defiantly and destructively; draws "helping" attention to the family, while distracting from the real cause of concern.
3. **The Lost Child**. Disappears into the quiet places of the family, coping in solitude on the periphery of the chaos and tension.
4. **The Clown or Mascot**. Acts to reduce tension in the family by providing comedic relief; laughs instead of cries; searches for humour in all situations.

WORKSHOP PLAN

ACTIVITY NAME	DURATION
Activity One: Arrival activity	5 MIN
Activity Two: Chillers and thrillers	10–15 MIN
Activity Three: Review and planning	5–10 MIN
Activity Four: My role in my family	15 MIN
Activity Five: Closeness	5–10 MIN
Activity Six: Bubblegum family game	20 MIN
Activity Seven: Family crest	15 MIN
Activity Eight: Farewell circle	10 MIN

Activities should be selected to fit within the appropriate length of time available for the group. Post the workshop plan for the session in a place where all the children can see it. Ensure to review it verbally before starting each group.

LITERATURE/RESOURCES

Daniel, B. (2000). Growing and Learning: *The Playful Child*. Grand Rapids, MI: TS Denison.

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Activity One | Arrival activity

OBJECTIVES: To welcome the child to the program room.
To create a comfortable atmosphere.
To provide the child with an activity that helps them join the group.

MATERIALS Nametags; stickers; S.U.N. visor; instant camera or photos of S.U.N. child; personal journals with feeling chart.

TIMELINE 5 minutes

RESILIENCY Expressing creativity; separating from parents; attaching in new relationships.

INSTRUCTIONS Individual Activity

Welcome each child individually. Assist the children in finding their personal nametag on the table.

Ask the children to find their journals, and to mark their feeling chart with the picture that best describes how they are feeling today. If there is no face that matches how they feel, encourage them to draw a face or write a feeling word that does describe their feelings.

Select a child to be the S.U.N. child for the session, in the manner agreed to in the first session. Clearly explain the responsibilities of the S.U.N. child for this session, and ask the child to keep track of sunshine moments when other children in the program do or say something kind, caring, or helpful. Let the S.U.N. child wear a visor with "S.U.N." insignia on it, if the child is comfortable doing so.

You may place a photo of the S.U.N. child on the sunflower chart, adding it to the poster depicting the previous Super Undercover Notables.

Activity Two | Chillers and thrillers

OBJECTIVE To re-connect the group facilitators and participants by sharing stories about the past week.

MATERIALS None.

TIMELINE 10–15 minutes.

RESILIENCY Insight and knowing; connecting with the group; exploring.

INSTRUCTIONS Group Circle Activity

Gather the children into the opening circle. Explain that this exercise is called Chillers and Thrillers. You should go first and tell the children the worst part of your week (the chiller) and the best part of your week (the thriller). Then, invite each child in turn to describe their own chillers and thrillers.

According to the rules, each child has the option to participate or not, waiting until he/she feels comfortable sharing with the group.

Activity Three | Review and planning

OBJECTIVE To remind participants of the information covered last week.
To prepare them to participate in the activities for this week.

MATERIALS Flip chart to list session agenda.

TIMLINE 5-10 minutes

RESILIENCY Knowing and exploring; setting clear boundaries and expectations.

INSTRUCTIONS Group Circle Activity

Ask: *Does anyone remember what we did last group?*

Allow the children an opportunity to answer. Summarize responses, acknowledge all contributions, and go over key information covered last time.

Review the group rules created at the first group session to make sure everyone remembers them.

Throughout the sessions, children are encouraged to break the unspoken "don't talk" rule of their families, and it may be difficult for some of them to do. If they did talk in a past session, they may now feel guilty or remorseful for having broken silence and told something secret about their family. This activity is a good time to ask participants how they feel about what they said in the previous session.

Introduce the session's topic, Roles and relationships, and tell children what activities they will be doing, preparing them for what will come.

Activity Four | My role in my family

OBJECTIVE To explore the different roles children may assume in their family.

MATERIALS 3 of each: clown nose, eye glasses (with the glass removed), small bell, bed sheet (or large towel).

TIMELINE 15 minutes

AGE RANGE Suitable for ages 6-11.

RESILIENCY Sensing; knowing; understanding.

INSTRUCTIONS Large Group Activity

Describe the four different roles that children sometimes play in their families:

1. The Responsible Child or Hero. Takes care of others and assumes the role vacated by the co-dependent parent; makes lunches, helps keep the house running, works hard at school, tells others what to do. [This role is symbolized by the eye glasses.]
2. The Scapegoat. Behaves defiantly and destructively; draws attention to the family, while distracting from the real cause of concern. This child is often in trouble at school or in the neighbourhood. [This role is symbolized by the bell.]
3. The Lost Child. Disappears into the quiet places of the family, coping in solitude on the periphery of the chaos and tension. This child doesn't want to be seen. [This role is symbolized by hiding under the sheet.]
4. The Clown or Mascot. Acts to reduce tension in the family by being funny and making people laugh. This child likes to laugh, doesn't like serious conversations, and searches for humour in all situations. [This role is symbolized by the clown noses.]

The props are left in a pile in the middle of the room. Ask the children to go to the pile and pick out the prop that best describes the role that they play in their family. If necessary, allow children to pick more than one prop. Invite the children back into a circle, and ask:

Why did you pick the _____?

What do you do in your family that makes you think that this is your role?

How does it feel to be the _____?

Activity Five | Closeness

OBJECTIVE To explore different groups that children belong to.

MATERIALS Flip chart paper; markers.

TIMELINE 5–10 minutes

AGE RANGE Suitable for ages 6–11.

RESILIENCY Forming fulfilling ties; connecting to others.

INSTRUCTIONS Small Group Activity

Divide the group into two smaller groups (3 to 4 children in each).

Ask the children to think about the different groups in which they may belong, including family, scout troop, classroom, soccer team, hockey team, cultural group, and religious organization.

Next, ask the children to identify the order of closeness they feel to the groups to which they belong beginning with the group to which they feel closest. Discuss how it can help us to feel close to other people. (Examples: Help us through a bad day; take our mind off troubles; help us laugh when we don't feel like it; provide someone to talk to.)

Elicit responses about other groups to which people can belong (e.g., friendships, clubs, church.).

Activity Six | Bubblegum family game

OBJECTIVE To describe and explain what happens to everyone in a family when the family deals with addiction, using "bubblegum" and play dough to illustrate how people become stuck in roles/behaviours.

MATERIALS Bubblegum Family Narrative from *Kid's Power*[1]; play dough.

TIMELINE 20 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Creativity; exploring; knowing; sensing.

INSTRUCTIONS Large Group Activity

Introduce the game:

In this game, everyone imagine that there is bubblegum in an imaginary circle all over the floor.

I'll need volunteers to help us out, so as I read the story, I'll ask someone to come and play the mom, the dad, the older brother, the younger brother, and a little sister. You'll need to come on up to help act out what is happening. As you listen, try to act out the story as it unfolds.

Then read the narrative.

Variation: Using play dough, demonstrate the concept of being stuck by shaping the play dough into a circular ring and shaping members of a family inside the ring.

Ask the children: How can family members become unstuck? Elicit responses from the children and remove a play dough member with each suggestion.

Variation: Instruct the group to sculpture their family with play dough. Mingle and encourage discussion of family at this time.

Variation: Encourage the children to make a family wreath with all the family members connected shoulder to shoulder. Mingle and encourage discussion of the children's family.

Play Dough Recipe

Combine the following ingredients in a large saucepan:

- 1 cup flour
- 1/2 cup salt
- 2 teaspoons cream of tartar

Gradually stir in:

- 1 cup water
- 2 tablespoons oil
- 1 teaspoon food coloring

Cook over medium heat, stirring constantly until a ball forms. Remove from heat and knead until smooth.

Bubblegum Family Narrative*

We're going to play a game now called the Bubblegum Family Game. Almost everyone's had an experience chewing bubblegum. Whether your favourite bubblegum is Hubba Bubba™, Bazooka™ or Double Bubble™, there are all different kinds of bubblegum that people chew.

You know how someone can chew bubblegum for about 30 seconds and then take it out of his mouth? How does it feel? [Pause for answer from group]

Sticky! It's real sticky and yucky.

Here in the middle of the floor is an imaginary circle. We've stayed up the last 24 hours, and chewed piece after piece of bubblegum, all for 30 seconds. We've then thrown it into our imaginary circle. Here in this circle are 9,997 pieces of slightly chewed bubblegum.

Here we have a family. "(name of child), please come up." [Select a child from the group—if declined, ask another]

I want you to meet Tammy. She is 35 years old, a mother of three—a wonderful mom. She has a full-time job; just an incredible lady. Since she's been a young adult, Tammy goes out each weekend and drinks with her friends, but it never seemed to be a problem. All of a sudden as Tammy's going through life, she steps right in the bubblegum. All of a sudden she's stuck.

"Try to move, Tammy." [The child hopefully will mimic her feet being stuck] "Well you're trying, but you can't really move too much."

That's right, you can't move too much. That's addiction. People get stuck. Watch Tammy. She can sway from side to side. She really thinks she's not stuck, that she can get out of that very quickly, but she can't. [Pause to give the actor time to struggle]

So what happens to everything that Tammy needs to do? Can she do everything she's used to doing while she's stuck in the gum? [Pause to give time for the group to answer]

What happens as time goes on is that Tammy becomes more and more preoccupied with the gum while she's stuck in it. She can't do as good a job at work. She's out sick a lot. She can't be as productive because she's always thinking about the gum. It's really starting to slow her down. She doesn't have freedom anymore. When it comes to her kids, she can't take care of them like she used to.

She's trapped in that gum. She's stuck! She doesn't have as much choice as she had before. She's not spending as much time with her kids. She prepares dinner and just goes off on her own.

Tammy has a husband named Fred. Fred loves his wife very much. Fred's been very concerned about Tammy. Haven't you, Fred?" [Invite another child up to join in the play]

"Why yes." [Don't let the actor join in the bubblegum circle yet]

Fred has been concerned because he notices his wife is stuck in the gum. She's in trouble at work because she has been absent so many days. Her last review wasn't very good. He's really worried about her.

Fred has noticed over the last few months that he has had to take on more and more of the responsibilities at home. He's doing more and more of the cooking. Fred also has to help the

kids with their homework and help them with their projects on the weekend. He's very concerned about his wife. He doesn't get to spend as much time with her alone because she seems preoccupied and distant. She's just stuck in that gum.

Because Fred cares and loves his wife, what do you suppose he tries to do? He tries to free his wife from the bubblegum. "So go ahead, Fred, go and try to help your wife." [Now the actor can move into the circle of imaginary bubblegum]

As Fred tries to help his wife, all of a sudden he gets stuck in the bubblegum. Now Fred is stuck.

"Try to move around, Fred." [Allow the child a chance to play being stuck]

Notice, he thinks he can move around and he thinks he's free, but he's really stuck. [Give the actor time to really get stuck]

Now, addiction can grow, which means it can get worse and worse. When Tammy first got stuck, the gum was only on the bottom of her shoe. But now it has moved up her leg. [Encourage Tammy to show the experience of having the gum move up her leg]

Now when Fred is stuck with her, it comes all the way up to just above their knees! [Give them both a moment to be horrified at being stuck all the way to their knees]

So, how does this affect Fred? [Pause to give the group a chance to answer]

He thinks a lot about work. He's thinking about having to come home and prepare meals. He wonders if she is going to be drunk or sober. Will she embarrass him at the special dinner party for work next week? He can't be as good a worker as he wants to be at work. He just thinks more and more about Tammy. He starts to forget to worry about his kids anymore. He doesn't always help them with their homework, or make sure they get to bed on time. Fred is even beginning to drink with his wife sometimes. So he is really stuck too.

We also have the oldest child, Jimmy. Jimmy's very concerned because not only is his mom stuck, but his Dad is stuck too. Neither one is always there for him, now. Out of love and concern, he tries to help them get unstuck. As Jimmy goes and tries to get his parents unstuck, look what happens. In an attempt to help, he gets stuck in the gum.

How does this affect Jimmy? Well, he isn't as free anymore. How does this happen? Jimmy has a hard time concentrating in school because he's thinking about having to go home and take care of his younger brother and sister. He's thinking about whether or not he should bring friends home. He might be yelled at for something he didn't do.

He doesn't feel free to go out with his friends, and he doesn't feel free to bring them home. He might get embarrassed by what's happening there.

He's really concerned. Jimmy doesn't have very many opportunities to play anymore because he has to start making meals and make sure that his brother and sister do their homework and get to bed on time. When he does have a chance to play, he's often worried about his mom and dad. They might not go to work and they might run out of money. Jimmy is really stuck.

As younger brother Scott and younger sister Pam watch all of this, they try to help mom and dad and older brother get unstuck from the bubblegum. They know that something is terribly wrong because they see that mom and dad aren't able to do all the things they used to do.

They also know that Jimmy is having a hard time taking care of them, and they don't want him to anymore. They want mom and dad to take care of them. So they decide to try to help get everyone unstuck. But then they get stuck too.

That's the Bubblegum family.

It's really important for us to know why kids get stuck in the bubblegum. They get stuck because they try to help their parents first.

So if the reason why kids get stuck is because they try to help, how do kids get unstuck? Kids get unstuck when they stop trying to take care of other people in their family, like their mom, dad, brothers, or sisters. They can begin to take good care of themselves, instead. That's how kids get unstuck from the bubblegum.

What does it mean to take care of yourself? What different ways can kids take good care of themselves? Go out and play. Talk to a teacher. Ask a counsellor for help. Go to a neighbour's house. Call Grandma if there's a mess at the house and you don't want to be there. These are some of the different ways kids can take care of themselves.

Notice how everyone attempted to help mom, who was the first person to get stuck? They were all around her. Everyone got stuck in the bubblegum. Even if mom wanted to get unstuck, she couldn't! There's no room for her to get out. The family has blocked her path to getting well. Kids need to take care of themselves, so adults can take care of themselves too.

We have to remember that getting unstuck takes time. There might be some times when Jimmy gets unstuck and starts to take good care of himself. But two weeks from now there will be a big dinner party at the house with Dad's business associates. Mom is still stuck in the bubblegum, so Jimmy might feel like he has to help with all the preparations to save his dad from embarrassment. Then he'll be stuck in the bubblegum again. He won't get unstuck until he starts taking care of himself again.

So how does mom get unstuck? She has to get help from other adults who know just what it takes to get unstuck from bubblegum. She has to take care of herself. No one else can get her unstuck but her. Getting unstuck is sometimes called recovery, because it is like being sick and then getting better (or recovering).

We have to remember that recovery takes time. Sometimes just when a person gets one foot unstuck, there is so much bubblegum around them that they just get stuck again. It takes a long time to learn how to take care of yourself and get unstuck, and then to stay unstuck long enough to begin to feel better. Sometimes the person will just take two steps out of the bubblegum, but then step back accidentally into a great big wad! And then they are stuck again.

The important thing for the kids to remember is to try to take care of themselves first. That way they can keep out of the bubblegum and not get stuck.

And that's the Bubblegum Family.

From Kids Power: *Healing Games for Children of Alcoholics* by J. Moe and D. Pohlman. Deerfield Beach Fl: Health Communications Inc. Copyright 1989. Used with permission.

Activity Seven: Family crest

OBJECTIVE To identify essential elements which make up a family.

MATERIAL Paper (or sample family crest worksheet provided); pencils, markers, and crayons; magazines and newspapers.

TIMELINE 15 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Family pride; insight into what makes up a family.

INSTRUCTIONS Large Group Activity

Have the children complete a Family Crest. The children are to draw their family members, family home, family pets, family holidays, and family fun activity on blank paper or the crest outline provided.

The group can also cut out pictures from magazines or newspapers of families doing activities together and add this to their family crest or create an individual or group collage on poster-size paper. Let the children show their posters to the group.

Activity Eight | Farewell circle

OBJECTIVE To close the group with a ritual and prepare the children for leaving.

MATERIALS Sun stickers.

TIMELINE 10 minutes

RESILIENCY Separating; disengaging; exploring feelings.

INSTRUCTIONS Large Group Activity

Children stand in a circle facing inward, with arms around each other's waists or interlocked at elbows. Instruct the group to turn the circle to the right (counter-clockwise) until a child volunteers and calls out "Sunshine!" and then shares something that they liked about the session. The turning then shifts direction, turning clockwise now, until another child shouts "Sunshine!" and describes what they liked best about the session. Continue until everyone who wants to participate has had a turn.

Consider that it may take some children more time to feel comfortable with the group.

Ask the children to sit in a circle and give the sun stickers to the S.U.N. child. Ask the S.U.N. child to give sun stickers to the other children who contributed positive things to the group and to say what that child said or did that was worthy of a sun sticker.

Alternate: If the S.U.N. child cannot do this, the puppet may give a sun sticker to every child, identifying a positive moment from the group or a personal strength that it sees in each child.

Module Seven | Safe people

MODULE GOALS

- To understand that there are safe people with whom they can share feelings and get support.[1]
- To provide skills and practice so children know how to ask for help from safe people.
- To help children create a plan for how to stay safe.

BACKGROUND FOR FACILITATORS

SAMHSA discusses helping children stay safe as follows:

> Children from addicted families are often vulnerable and need to know how to take care of themselves. They need to learn what to do when their homes are not safe. Because of the potential for problems with low self-esteem, frequent lack of parental guidance concerning personal safety, and lack of role modeling, they are at increased risk for future addictions and mental health problems.
>
> Being safe and taking care of themselves are important. Children lessen their risk when they ask for help. Children need to be aware of their own needs and to learn to ask for what they need. In order to grow every day and still be safe, they need to take risks and to make healthy, safe choices.
>
> Depending on the choices they make, they are more or less likely to develop problems. Sometimes these children forget that they have choices and can ask for help, creating a sense of isolation that makes them even more vulnerable to a range of problems, including alcohol and drug misuse. Children in addicted families need safe people to talk to. There are many people who care and who can help children avoid alcohol and drug problems. When children ask people in the community for help, they learn that they never need to feel alone again. They learn how essential it is to take good care of themselves and keep safe. They learn to put themselves first.[2]

An important safety aspect for children is clear limits that are fairly enforced by a parent or other caring adults. Limits communicate that an adult cares. It is important to establish that the adults in this program care, and that is why we have established group rules.

Making mistakes can be upsetting for a child of addicted parents. These children may impose unrealistic expectations on themselves, or may have had inconsistent and arbitrary expectations placed on them by a parent. As a defence, they may care a great deal about doing the correct thing exactly (perfectionist), or they may choose to not care at all and do the exact opposite of what is expected (the rebel). Neither behaviour may truly reflect the true ability and desire of the child. It is a defence that helps them cope.

Although there may be harmful ways that children cope with problems in their family, there are also constructive ways that they cope. These children might be described as more resilient, or able to bounce back and adapt to adversity. Resilient children might use their creativity to express

their feelings through writing songs, telling stories, or drawing pictures. They might choose to become more independent of the family and seek ways to fulfill their own desires and set their own goals.

Children may form relationships with other adults or peers whom they admire, trust, and count on to provide nurturance and guidance. These children may give their time and energy to causes that they believe will make a difference for another person. They may choose to be actively involved in a religious order, work with the homeless, or protect animals.

The negative or unacceptable behaviour that children see in their homes may prompt them to do the opposite, and so they become committed to higher truths and values. They may decide to never make a promise they don't intend to keep. They might vow to never lie to a child, hit a child, or forget to pick up a child from school.

WORKSHOP PLAN

ACTIVITY NAME	DURATION
Activity One: Arrival activity	5 MIN
Activity Two: Chillers and thrillers	10–15 MIN
Activity Three: Review and planning	5–10 MIN
Activity Four: Safe or unsafe?	25 MIN
Activity Five: My phone book	15–20 MIN
Activity Six: Sunflower support	10–15 MIN
Activity Seven: Farewell circle	10 MIN

Activities should be selected to fit within the appropriate length of time available for the group. Post the workshop plan for the session in a place where all the children can see it. Ensure to review it verbally before starting each group.

LITERATURE/RESOURCES

Department of Health and Human Services. (2002). *Children's program kit: Supportive education for children of addicted parents*. Rockville, MD: Center for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration.

Johnson Institute (1990). *Facilitator's Guide for Twee, Fiddle & Huff*. Minneapolis: Author.

Activity One | Arrival activity

OBJECTIVES To welcome the child to the program room.
To create a comfortable atmosphere.
To provide the child with an activity that help them join the group.

MATERIALS Nametags; stickers; S.U.N. visor; instant camera or photos of S.U.N. child; personal journals with feeling chart.

TIMELINE 5 minutes.

RESILIENCY Expressing creativity; separating from parents; attaching in new relationships.

INSTRUCTIONS Individual Activity

Welcome each child individually. Assist the children in finding their personal nametag on the table.

Ask the children to find their journals, and to mark their feeling chart with the picture that best describes how they are feeling today. If there is no face that matches how they feel, encourage them to draw a face or write a feeling word that does describe their feelings.

Select a child to be the S.U.N. child for the session, in the manner agreed to in the first session. Clearly explain the responsibilities of the S.U.N. child for this session, and ask the child to keep track of sunshine moments when other children in the program do or say something kind, caring, or helpful. Let the S.U.N. child wear a visor with "S.U.N." insignia on it, if the child is comfortable doing so.

You may place a photo of the S.U.N. child on the sunflower chart, adding it to the poster depicting the previous Super Undercover Notables.

Activity Two | Chillers and thrillers

OBJECTIVE To re-connect the group facilitators and participants by sharing stories about the past week.

MATERIALS None.

TIMELINE 10–15 minutes.

RESILIENCY Insight and knowing; connecting with the group; exploring.

INSTRUCTIONS Group Circle Activity

Gather the children into the opening circle. Explain that this exercise is called Chillers and Thrillers. You should go first and tell the children the worst part of your week (the chiller) and the best part of your week (the thriller). Then, invite each child in turn to describe their own chillers and thrillers.

According to the rules, each child has the option to participate or not, waiting until he/she feels comfortable sharing with the group.

Activity Three | Review and planning

OBJECTIVE To remind participants of the information covered last week.
To prepare them to participate in the activities for this week.

MATERIALS Flip chart to list session agenda.

TIMELINE 5–10 minutes

RESILIENCY Knowing and exploring; setting clear boundaries and expectations.

INSTRUCTIONS Group Circle Activity

Ask: *Does anyone remember what we did last group?*

Allow the children an opportunity to answer. Summarize responses, acknowledge all contributions, and go over key information covered last time.

Review the group rules created at the first group session to make sure everyone remembers them.

Throughout the sessions, children are encouraged to break the unspoken "don't talk" rule of their families, and it may be difficult for some of them to do. If they did talk in a past session, they may now feel guilty or remorseful for having broken silence and told something secret about their family. This activity is a good time to ask participants how they feel about what they said in the previous session.

Introduce the session's topic, Safe People, and tell children what activities they will be doing, preparing them for what will come.

Activity Four | Safe or unsafe?

OBJECTIVE To define what is safe and what is unsafe.

MATERIALS Twee, Fiddle & Huff [video or book], flip chart, markers.

TIMELINE 12 min; 10 min discussion.

Age Range Suitable for ages 6 and older.

RESILIENCY Creating a safety plan

INSTRUCTIONS Group Activity[1]

View the video or read the story to the children once again. Say:

Let's talk about the difference between what is safe and what is unsafe.

Write down the children's responses on a flip chart.

Ask: *What other people or places can children go to for help if someone in their family drinks too much or uses too many drugs?*

Answer: For emergencies, dial 911. Talk to a teacher; the school nurse, counsellor, or principal; a minister, priest, or rabbi; a scout leader; a friend's parent; an aunt, uncle, or grandparent. The person should be a grown-up that the child trusts.

Show the children how to locate community resources such as Alateen/Pre-alateen in the telephone directory.

Activity Five | My phone book

OBJECTIVE To create a phone book for each child with important contact numbers.
To help them remember their own phone number.

MATERIALS Small booklet, tablet, or index cards; pencils; pictures of family members (if available); the children's own contact numbers; contact number for local helping agencies and other family members or friends. You may need to use a letter to request these materials from parents beforehand.

TIMELINE 15–20 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Planning practice; safety.

INSTRUCTIONS Individual Activity

Ask the children to write their own name, address, and telephone number on the first page. Teach the children the concept of "chunking" as a memory aid. Tell them to remember the first three numbers in their phone number as a chunk, then the next three numbers as a chunk, and then the final four as a chunk.

On the next page, add another important phone number such as:

- Parents' work numbers
- Parents' cellular phone numbers
- Closest neighbour's number
- Sitter or caregiver's number
- Other family members' numbers (grandma, grandpa)
- Kids Help Phone: 1-800-668-6868 [National toll-free help line available 24 hours a day, 365 days a year]
- Emergency services for the child's residential area. In most cases: 911

Activity Six | Sunflower support

OBJECTIVE To visually show how people are connected to each other.

MATERIALS Yellow yarn; masking tape or paper clips (for variations).

TIMELINE 10–15 minutes

AGE RANGE Suitable for ages 6-8.

RESILIENCY Understanding the value of connections

INSTRUCTIONS: Group Activity

1. Sit together in a large circle.
2. Tell the participants that they are going to create a sunflower.
3. Ask the children to think of someone they to whom they can tell their problems.
4. Hanging onto the end of the yarn, you begin by rolling the ball to another person across the circle. Say: "Someone I can tell my problems to is _____" (identify a person you can trust.
5. The child receiving the ball then loops some of the yarn loosely onto their finger, and then says: "Someone I can tell my problems to is _____" and then rolls the wool across the circle to another participant. The play continues until everyone has had a turn.

Summarize how talking to others and sharing our experiences help everyone feel connected.

Variations: For younger players, give each child a piece of masking tape and attach the yarn to the floor in front of the child using the tape. For outdoors, give participants a paperclip bent into a "V" shape, and secure the piece of yarn to the ground with the paperclip. Retrieve all clips at clean-up time.

Activity Seven | Farewell circle

OBJECTIVE To close the group with a ritual and prepare the children for leaving.

MATERIALS Sun stickers.

TIMELINE 10 minutes

RESILIENCY Separating; disengaging; exploring feelings.

INSTRUCTIONS Large Group Activity

Children stand in a circle facing inward, with arms around each other's waists or interlocked at elbows. Instruct the group to turn the circle to the right (counter-clockwise) until one child volunteers and calls out "Sunshine!" and then shares something that they liked about the session. The turning then shifts direction, turning clockwise now, until another child shouts "Sunshine!" and describes what they liked best about the session. Continue until everyone who wants to participate has had a turn.

Consider that it may take some children more time to feel comfortable with the group.

Ask the children to sit in a circle and give the sun stickers to the S.U.N. child. Ask the S.U.N. child to give sun stickers to the other children who contributed positive things to the group and to say what that child said or did that was worthy of a sun sticker.

Alternate: If the S.U.N. child cannot do this, the puppet may give a sun sticker to every child, identifying a positive moment from the group or a personal strength that it sees in each child.

Module Eight | Closing celebration

MODULE GOALS

- To give children the opportunity to share their experiences of the program with their parents/caregivers in a fun and social way.
- To help group members understand the importance of celebration and closure.

BACKGROUND FOR FACILITATORS

Children and play

Parental involvement is a crucial factor in the lives of children. Spending time together offers the parent and child an opportunity for affection and bonding. Affection and bonding allow children to feel secure and empowered in their exploration of their world.

Parents support a child's development and teach skills by using activities such as play, story time, and daily routines. Parents in recovery, however, may not have had much experience or feel comfortable playing with their children. It is important for them to understand that through play, children learn about themselves and the world around them. It is important for parents to encourage play so that their children can develop new skills, such as problem-solving, communication, and positive social behaviour.

Resiliency and rituals in families

Wolin and Bennet's[1] early research investigated the protective value of growing up in a family that develops and maintains rituals in six areas: dinner times, holidays, vacations, evenings, weekends, and having visitors in the home. Children who grew up in families who were able to maintain rituals even in the presence of addictive behaviour were less likely to become addicted than children from families whose rituals were overtaken by the addiction in the home. Wolin and Bennet added that:

The role of rituals should be secure enough that it can withstand internal and external challenges and disruptions: e.g., from teenage children who resist participating in the annual tree-trimming for a year or two, or from the alcohol-abusing father whose speech gets slurred at the dinner table, making communication awkward and difficult.[2]

Steinglass et al.[3] indicate that the degree to which a family protects the purity of its rituals from alcohol contamination is the single most important factor in determining whether the children will inherit the addiction.

During the family celebration, an overview of each session will outline the lesson objectives and highlight some of the activities. The session will culminate by each child receiving a certificate of completion. Then, participants and parents/caregivers will receive evaluation forms. Facilitators may have to adjust or tailor the closing celebration, dependent on how many parents are able to attend.

WORKSHOP PLAN

ACTIVITY NAME	DURATION
Activity One: Arrival activity	5 MIN
Activity Two: Chillers and thrillers	10–15 MIN
Activity Three: Review and planning	5–10 MIN
Activity Four: Necklace connections	15 MIN
Activity Five: Hearing the herd	10 MIN
Activity Five: Routines and celebrations for the family	10 MIN
Activity Six: Ice cream sundae	15–20 min
Activity Seven: Farewell circle and goodbye	15–20 min

Activities should be selected to fit within the appropriate length of time available for the group. Post the workshop plan for the session in a place where all the children can see it. Ensure to review it verbally before starting each group.

LITERATURE/RESOURCES

Gregson, B. (1984). *The outrageous outdoor games book: 133 group projects, games and activities*. Belmont, CA: Fearon Teacher Aids.

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Activity One | Arrival activity

OBJECTIVES To welcome the child to the program room.
To create a comfortable atmosphere.
To provide the child with an activity that helps them join the group.

MATERIALS Nametags; stickers; instant camera (optional); personal journals with feeling chart.

TIMELINE 5 minutes

RESILIENCY Expressing creativity; separating from parents; attaching in new relationships.

INSTRUCTIONS Individual Activity

Welcome each child individually. Assist the children in finding their personal nametag on the table.

Ask the children to find their journals, and to mark their feeling chart with the picture that best describes how they are feeling today. If there is no face that matches how they feel, encourage them to draw a face or write a feeling word that does describe their feelings.

Activity Two | Chillers and thrillers

OBJECTIVE To re-connect the group facilitators and participants by telling stories about the past week.

MATERIALS None.

TIMELINE 10-15 minutes.

RESILIENCY Insight and knowing; connecting with the group; exploring.

Instructions Group Circle Activity

Gather the children into the opening circle. Explain that this exercise is called Chillers and Thrillers. You should go first and tell the children the worst part of your week (the chiller) and the best part of your week (the thriller). Then, invite each child in turn to describe their own chillers and thrillers.

According to the rules, each child has the option to participate or not, waiting until he/she feels comfortable sharing with the group.

Activity Three: Review and planning

OBJECTIVE: To remind participants of the information covered last week.
To prepare them to participate in the activities for this week.

MATERIALS Flip chart to list session agenda.

TIMELINE 5–10 minutes

RESILIENCY Knowing and exploring; setting clear boundaries and expectations.

INSTRUCTIONS Group Circle Activity

Ask: *Does anyone remember what we did last group?*

Allow the children an opportunity to answer. Summarize responses, acknowledge all contributions, and go over key information covered last time.

Review the group rules created at the first group session to make sure everyone remembers them.

Throughout the sessions, children are encouraged to break the unspoken "don't talk" rule of their families, and it may be difficult for some of them to do. If they did talk in a past session, they may now feel guilty or remorseful for having broken silence and told something secret about their family. This activity is a good time to ask participants how they feel about what they said in the previous session.

Introduce the session's topic, Closing Celebration, and tell children what activities they will be doing, preparing them for what will come.

Activity Four | Necklace connections

OBJECTIVE To connect participants with other group members

MATERIALS Puppet, one "necklace-sized" strand of wool, or string for each participant, different colours, for each group member, colourful beads of different shapes or sizes

TIMELINE 15 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Relationships; fulfilling ties to others.

INSTRUCTIONS Large Group Activity

Prepare strands of wool or other string. Tell the participants to tie a large knot on one end. Pass out an envelope or package of beads to each participant.

Tell the group that they are going to make a connector necklace. Tell then that they cannot use their own beads, but can gain beads for their necklace by making a connection with another person. They can make a connection by introducing themselves, greeting another person, asking someone how they are doing today, or giving a hug to someone they know, if they feel comfortable doing that.

Puppet can be the first to start by "connecting" with the facilitator and earning a bead for his necklace.

The beads on the necklaces will represent each participant and represent the connections that they made here. They will also remind the children that we all need to connect with each other in positive and caring ways so that we can be healthy and happy.

Activity Five | Hearing the herd

OBJECTIVE To use physical movement and laughter to relieve tension and have fun.

MATERIALS None.

TIMELINE 10 minutes.

AGE RANGE All ages.

RESILIENCY Humour; playfulness.

INSTRUCTIONS Large Group Activity

Ask each child to pick an animal from the list:

Sample List

- Cat
- Dog
- Chickadee
- Horse
- Donkey
- Cow
- Pig

Tell them to keep their choice secret. Now tell them that they have to find other animals that are the same. The catch is that they have to do it by sound only.

Ask the children to stand up and close their eyes. Tell them they are going to be moving around and they must walk, not run! Tell them to make the sound of the animal they have chosen and listen for other sounds like theirs. When they hear another (chickadee, horse, etc.) move towards that sound. All the chickadees should end up together, horses, etc.

The first "herd" to get together wins the game.

Variation

For smaller groups, the facilitator may assign a secret animal to each person, by giving a card to each person with a picture of an animal on it. The facilitator may then instruct the cow to find the horse, the donkey to find the pig, etc.

Activity Six | Routines and celebrations for the family

OBJECTIVES To define family routines and celebrations.

MATERIALS Flip chart; flip chart paper; markers.

TIMELINE 10 minutes

AGE RANGE Suitable for all ages.

RESILIENCY Family support; caring relationship.

INSTRUCTIONS Large Group Activity

Invite brainstorming to define the following terms:

- family routine
- family celebrations

Write responses on the flip chart. Also provide examples of each term; for example:

Family routines

- eating dinner together every night
- mom making breakfast for everyone
- brother taking garbage out each week
- shopping for groceries on Tuesdays
- family attending church on Sunday

Family celebrations

- birthdays
- Christmas
- Thanksgiving
- Hanukah
- last day of school
- anniversaries
- summer harvest
- graduation

Ask the group to discuss the following questions:

Which routines do you have in your family?

What does your family celebrate?

Activity Seven | Ice cream sundae party

OBJECTIVE To allow parents and children to celebrate together.
To celebrate the graduation from the program with a dessert creation.

MATERIALS See-through glasses or plastic bowls; toppings (any five or six from list below); spoons; pudding or custard; ice cream or sherbet.

TIMELINE 15–20 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Celebrating; playing; creativity.

INSTRUCTIONS Large Group Activity

Place the topping choices on a table. Give the children a bowl and encourage parents to show their children how to build a dessert by layering the ingredients or arranging them to create a beautiful dessert. ***Caution: Ask parents if they or any of the family members in attendance have food allergies, including peanuts, milk, etc. If there are children with peanut allergies, ensure there are no peanut products in the room.***

Whipped topping	Citrus fruit slices	Yogurt
Marshmallow crème	Hot fudge	Strawberry jam
Granola	Apple sauce	Berries
Grapes	Sliced peaches	Coconut
Crushed candy	Marshmallows	Melon balls
Cherry pie filling	Fruit cocktail	Jell-O

Variation: Depending on the budget, you may set up a more elaborate special celebration snack. Some possibilities that could enhance the celebration would be a special cake or pizza accompanied by a fruit punch.

A table could be decorated in a festive manner for the celebration. Invite everyone to be seated and share in the food.

Activity Eight: Farewell circle and goodbye

OBJECTIVE To provide a chance for the group to affirm and acknowledge each other individually and as a group.

MATERIALS Puppet; certificates.

TIMELINE 15–20 minutes

AGE RANGE Suitable for ages 6 and older.

RESILIENCY Separating; disengaging; exploring feelings.

INSTRUCTIONS Large Group Activity

Gather the group together in a circle. Say:

Let's think about our group, what we've done together. Can you say what one thing you learned that was the most important for you, and one thing that you will miss the most?

Move around the group until everyone has had a turn.

Form into a circle for the regular farewell.

Children stand in a circle facing inward, with arms around each other's waists or interlocked at elbows. Instruct the group to turn the circle to the right (counter-clockwise) until one child volunteers and calls out "Sunshine!" and then shares something that they liked about the session. The turning then shifts direction, turning clockwise now, until another child shouts "Sunshine!" and describes what they liked best about the session. Continue until everyone who wants to participate has had a turn.

Hand out special certificates of completion for each participant at this last session.

Energizers

OBJECTIVE To get the children physically moving to relieve tension, release some energy, and refocus on self.

RESILIENCY Co-operation and creativity, playfulness and fun.

Popcorn Tag*

1. Designate a large circle as a boundary and ask players to imagine they're little popcorn kernels in a huge popcorn machine. As the machine heats up, they'll start to pop! That means they'll be hopping and skipping within the circle.
2. Then a special treat appears. Once they all pop, select someone to turn into caramel corn! And since caramel corn is sweet and sticky, anyone tagged by caramel corn gets stuck and joins caramel corn by holding hands.
3. As more and more popcorns are tagged, caramel corn gets bigger and bigger. The last person tagged is the new caramel corn when you plug in the machine for the next game.

Wiggleworm Workout*

1. Take a break and invite everyone to join you in acting out the "Wiggleworm Workout."

   When wiggleworms feel lazy,

   They yawn and wiggle slow.

   When wiggleworms feel happy,

   They wiggle fast and go!

   When wiggleworms feel friendly,

   They wiggle and wave "Hi!"

   When wiggleworms feel silly,

   They wiggle just one eye.

   When wiggleworms feel hungry,

   They sit right down to eat.

   When wiggleworms feel tired,

   They lay right down and sleep.

   Create your own wiggleworm verses. The possibilities are endless.

2. At the end, the children can all wiggle back to their seats.

Cinnamon Roll Squeeze (For closings / goodbyes)*

1. Stand together in a circle with everyone holding hands. Ask a player (S.U.N) to break hands with the person on the right. The player then walks to the centre of the circle, still holding hands with the person on his or her left.
2. The person originally on the centre player's right, slowly walks clockwise around the outside of the circle, leading the group that follows. As they walk, they wrap around the centre player until they're like a giant rolled-up cinnamon roll.
3. When everyone takes a small step to the centre, they make a cinnamon roll. When everyone takes another small step to the centre, they make a cinnamon roll squeeze.

Variation: Jelly Roll Squeeze

Stand together in a line and have group members put their arms around each others' waists. Then someone at the end begins to roll into the group, arms still around the person on both sides. As the group wraps, they're like a giant jelly roll. When the roll is tightly wrapped, it's time for a jelly roll squeeze. "One, two, three!"

Variation: Texas Hug

Stand together in a circle with arms around each others' shoulders. Then take a small step to the centre. Try another. Gently, one more time. Now that is a "Texas Hug!"

*The exercises Popcorn Tag, Wiggleworm Workout, and Cinnamon Roll Squeeze are from *Energizers and Other Great Cooperative Activities for All Ages* (pp.70-138), C. Apacki, 1991, Newark, Ohio: Quest International. Copyright 1991 by Quest International. Reprinted with permission.

Relaxation Exercises

Before beginning each exercise, gather the children in a circle and explain the relaxation exercise.

Relaxation #1 Head Roll and Balloon Breathing

This relaxation exercise is great to use when you are upset or have had a bad experience. One thing you can do for yourself when you feel this way is to slow down your breathing and fill your body with oxygen.

Sit upright and drop your head down and gently roll your head from side-to-side. Roll your head until your ear is over your same-side shoulder. Bring your head upright at centre again. Shrug your shoulders and hold that pose for 5 seconds. Release. Repeat this movement several times.

Pretend your lungs are balloons and fill them with air. Slowly release the air, until the balloon is deflated. Fill up these balloons several times trying to control the exhalation of air bit by bit.

Relaxation #2 At the Beach

Pretend you are lying on a sandy beach with a gentle warm breeze blowing across your face. You feel the warmth of the sand against your body and you smell the sweet scent of sun tan lotion. Place your hand over your heart and feel your own heartbeat. Breathe in and out becoming aware of the rhythm. Imagine you are weightless, perhaps floating like a cloud, empty of inside feelings. Relax for a few minutes. Gently shake your body parts and come alive.

Relaxation #3 Relaxing in the Eye of the Storm

Take some deep breaths deep down into your belly. Let your body become very heavy. Imagine a tiny speck of light in your belly. Slowly, let it grow, filling your belly with light, energy, and warmth. Let the light gradually spread throughout your body. When you are rested and filled with energy, open your eyes and sit up.

Using your imagination, pretend you are in the eye of a storm, the calm centre of a hurricane. Everything around you is stormy and turbulent but the centre, that is you, remains peaceful. Feel this moment; remember this feeling of calmness in the midst of chaos. Remember one of those "chilly" low times you felt this week and remember this peaceful feeling amid the chaos of the situation. Place your hand over your heart and feel your own heartbeat. Breathe in and out, becoming aware of the rhythm. Relax for a few minutes. Gently shake your body parts and come alive.

Relaxation #4 Back Art

Instruct the children to find a partner and draw, with their fingers, on the back of their partner, who can guess what is being drawn. They can draw a butterfly, sunshine, rainbows, chameleon, spider web, etc. and finish with a drawing of something special for the partner. Repeat with another partner. Continue for as long as time permits.

RESOURCES FOR THE PROGRAM

Sunflower name tag

Sunflower poster

Feeling chart

Family crest

Graduation certificate

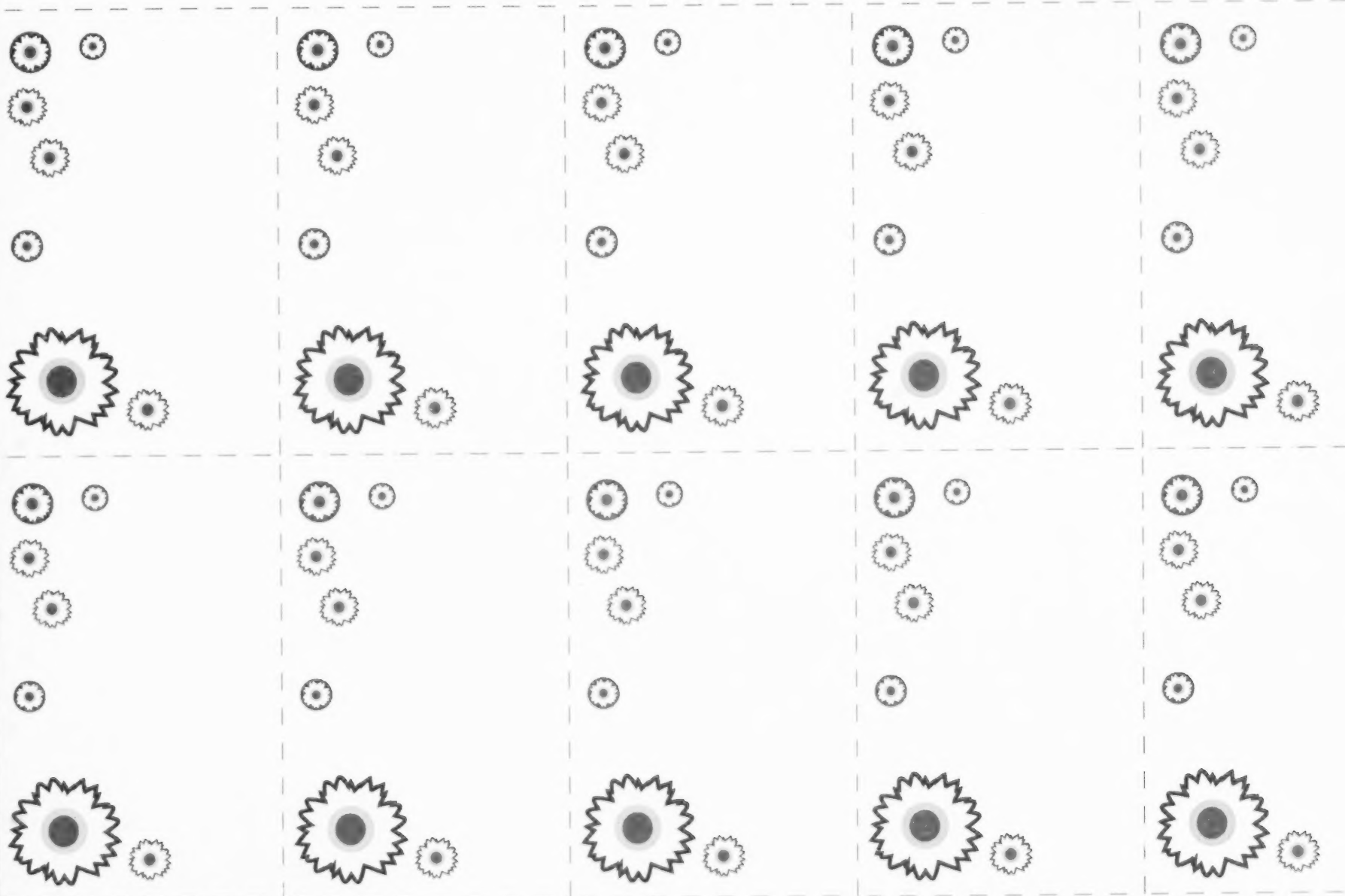
Referral form

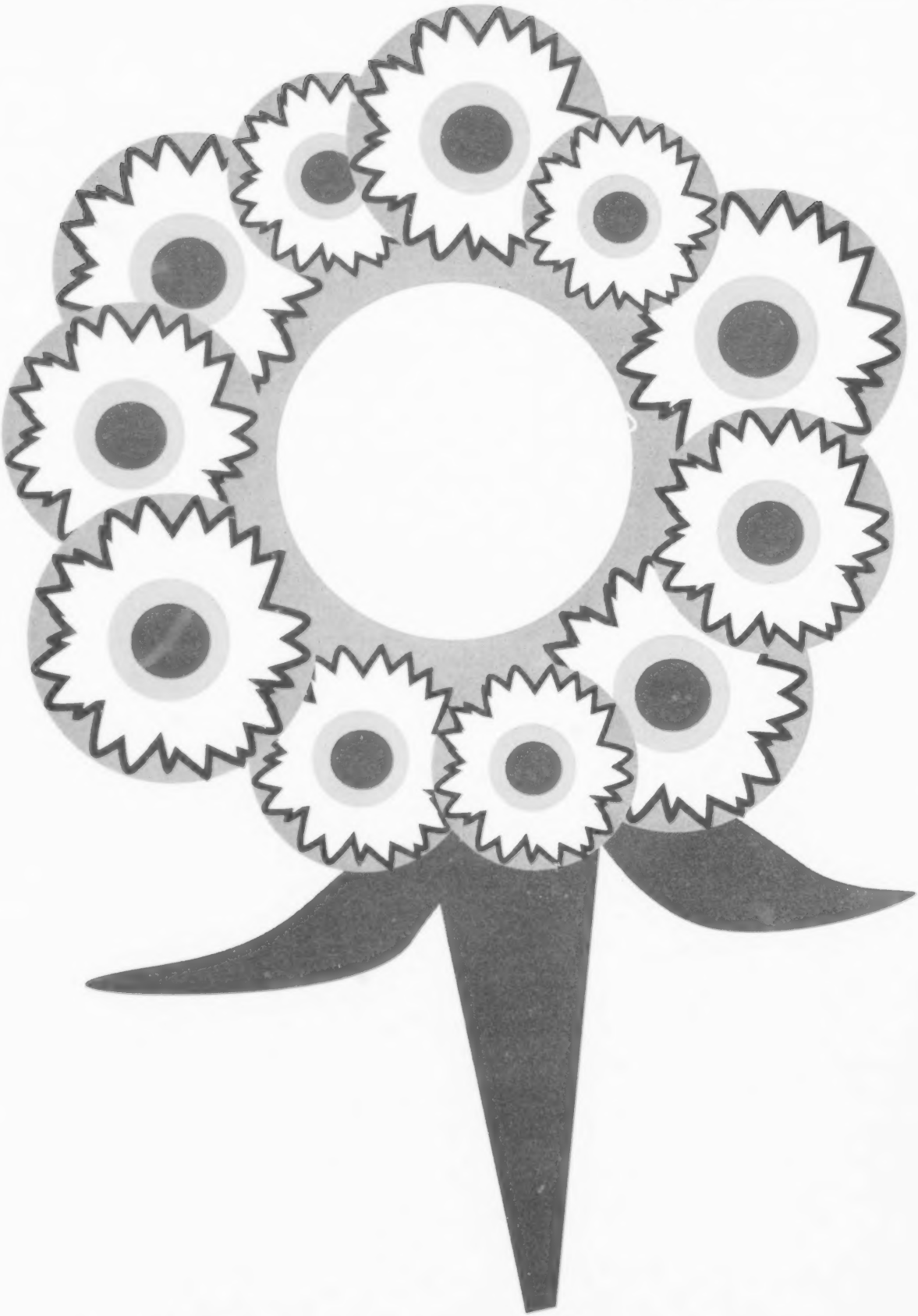
Checklist

Information and permission form

Parent feedback form

Letters to parents

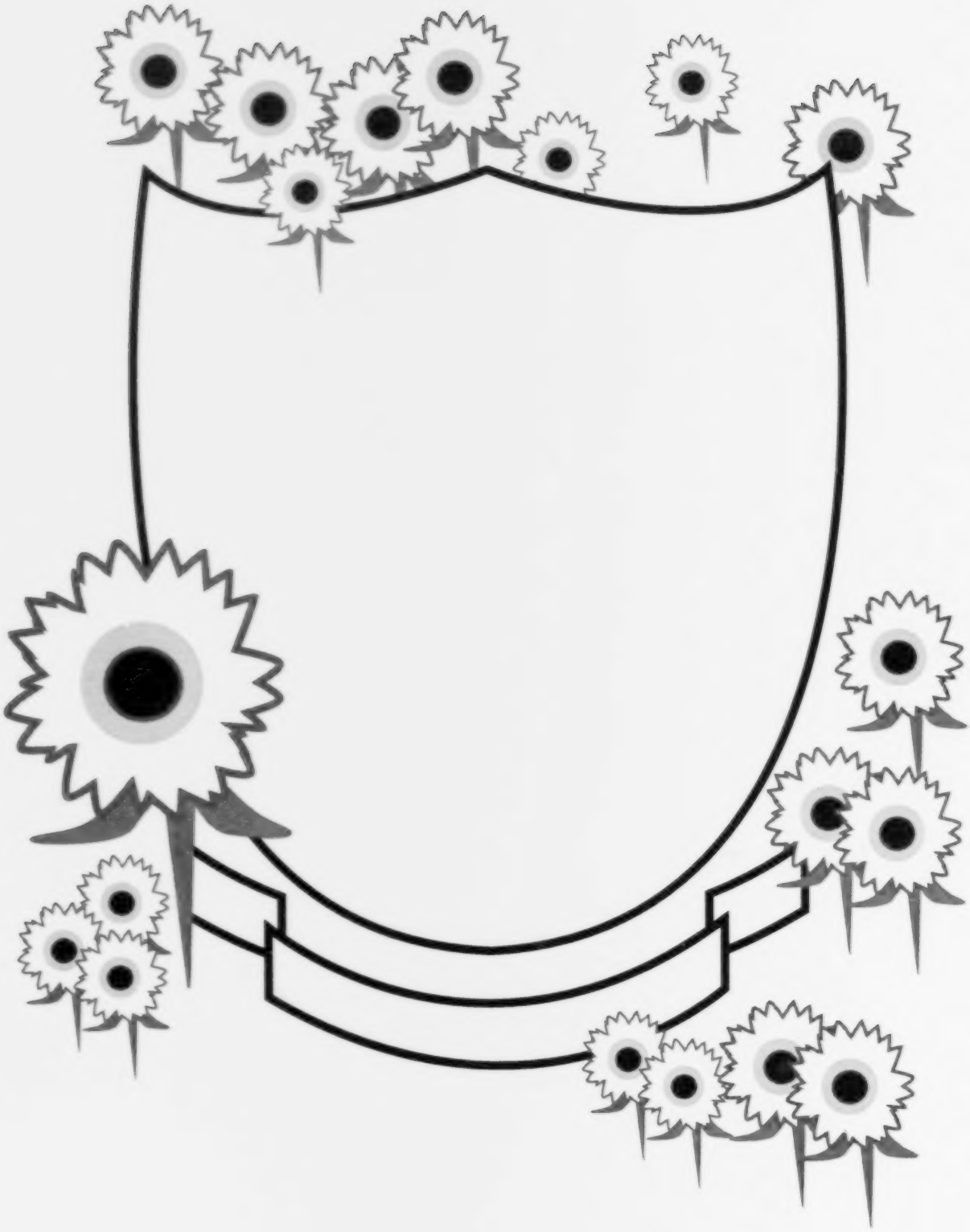




ENLARGE TO 150% FOR 11x17" PAGE

FEELING CHART (ADDITIONAL HANDOUT)

AGGRESSIVE	ANGRY	ANNOYED	ANXIOUS	ASHAMED	BORED	CAUTIOUS
CONFIDENT	CONFUSED	CURIOUS	DEPRESSED	DETERMINED	DISAPPOINTED	DISCOURAGED
DISGUSTED	DISINTERESTED	EMBARRASSED	ENTHUSIASTIC	EXCITED	FRIGHTENED	FRUSTRATED
GUILTY	HAPPY	HELPLESS	HOPEFUL	HOSTILE	HUMILIATED	HURT
HYSTERICAL	INADEQUATE	INNOCENT	INTERESTED	JEALOUS	JOYFUL	LONELY
LOVED	LOVESTRUCK	MISCHIEVIOUS	MISERABLE	NEGATIVE	OPTIMISTIC	OVERWHELMED
PAINED	PARANOID	PEACEFUL	PROUD	PUZZLED	REGRETFUL	RELIEVED
RESENTFUL	SAD	SATISFIED	SCARED	SHOCKED	SHY	SORRY
STUBBORN	SURPRISED	SUSPICIOUS	THOUGHTFUL	TIRED	UNDECIDED	WITHDRAWN



families growing together

Congratulations!

has completed this children's program

AADAC

Families Growing Together Children's Program
Referral form

To be completed by Parent(s) or Referral Agent

BACKGROUND

This group is for children, aged 6 to 11, who live in families where alcohol, other drugs, or gambling has been or is a problem.

GOALS

The intent of the program is to give children an opportunity to learn about addiction, to provide a safe place for them to talk about their lives and experiences, to build trust in the group and with group leaders, and to express the feelings they have about their family and themselves. THESE GOALS WILL BE ACHIEVED IN AN ATMOSPHERE OF FUN, THROUGH LEARNING-BASED ACTIVITIES, AND WILL OFFER A POSITIVE EXPERIENCE FOR EACH CHILD.

FORMAT

The program consists of 8 sessions, one session per week. Each session is about __ hour(s) long.

TARGETED PARTICIPANTS

The child best suited to participate in this group is:

- between 6 and 11 years old
- referred by her/his parent, teacher, or AADAC counsellor

CHILDREN WHOSE NEEDS ARE NOT SUITED FOR THIS GROUP INCLUDE THOSE:

- with severe behaviour management problems
- with psychiatric or psychological treatment needs
- whose parents do not consent to their participation

Date: _____

Child's Name: _____ Age: _____ Birthdate: _____

Name of person completing form: _____

Relationship to child: _____

Address: _____

Phone: (Home): _____ (Business): _____

Emergency Contact: _____ Phone: _____

Outline your reasons for referring this child to the Families Growing Together Children's Program

What goals would you like this child to work toward during the program?

List the child's strengths and interests:

List any issues or problems at home or at school that the facilitators should be aware of when working with this child:

Families Growing Together Children's Program
Checklist

Child's Name: _____ Age: _____

Checklist Completed by: _____

Referral form received: ❑ Yes ❑ No

Information and permission form received: ❑ Yes ❑ No

Appropriate for Families Growing Together Children's Program: ❑ Yes ❑ No

Has the child received an overview of program goals? ❑ Yes ❑ No

What does the child hope to learn/gain from group?

Does the child understand what alcoholism/addiction means?

Is the child aware of addiction problems in their home?

Does the child have any concerns about group?

What does the child see as his or her strengths or skills?

Families Growing Together Children's Program
Information and permission form

To be completed by Parent(s)

The *Families Growing Together Children's Program* is a group counselling program for children (aged 6-11) who have been exposed to family addiction. The program consists of eight group sessions, each lasting approximately __ hours.

The sessions involve education and group discussion about addiction, feelings, problem solving, self-esteem, roles and relationships, and safe people.

In order to determine how valuable this group is for the children, parent(s) and children are asked to complete questionnaires before and after group participation.

Your child's participation in this group is completely voluntary, and they are free to withdraw from the program at any time.

All information shared in this group will remain confidential, subject to provisions of the Child, Youth and Family Enhancement (formerly known as the Child Welfare Act), which requires everyone to report any case in which a child is in need of protection. If you have any questions regarding this exception, please ask the group facilitators.

Child's Name: _____

❑ I give my permission for my child to participate in this program.

I give my permission for my child to:

❑ walk home OR ❑ be picked up by _____

Child's Allergies/Special Needs: _____

Parent's Name (please print) _____

(signature) _____ (date) _____

Emergency Contact (if parent/guardian is unavailable)

Name: _____ Phone: _____

Relationship to Child: _____

Families Growing Together Children's Program
Parent feedback form

Thank you for taking the time to fill out this feedback form. We value your comments on our program. Your responses will be kept confidential and will only be used to guide changes in the program.

Date:

1. a) Which session do you believe was most helpful to your child?

- ❑ Welcome session
- ❑ Understanding addiction
- ❑ Feelings
- ❑ Problem-solving
- ❑ Self-esteem
- ❑ Roles and relationships
- ❑ Safe people
- ❑ Closing celebration

b) Why was this session most helpful to your child?

c) Which session was the least helpful to your child?

- ❑ Welcome session
- ❑ Understanding addiction
- ❑ Feelings
- ❑ Problem solving
- ❑ Self-esteem
- ❑ Roles and relationships
- ❑ Safe people
- ❑ Closing celebration

b) Why was this session the least helpful to your child?

2. Have you noticed any changes in your child as a result of participating in the group?

❑ Yes ❑ No

If yes, please describe changes.

3. What would you suggest be done differently in future groups?

Date:

Dear Parent: The *Families Growing Together Children's Program* has group sessions on understanding addictions, managing feelings, problem-solving, self-esteem, roles and relationships, and safe people.

Today we talked about **addiction**, and focused on helping the children understand

- general concepts about addiction
- that the addiction is not their fault and that they are not alone
- that they can help take good care of themselves

We encourage you to remind your child that addiction is not his or her fault.

If you have any questions, please speak with

Sincerely,

Children's Program Co-ordinator

Date:

Dear Parent:

The *Families Growing Together Children's Program* has group sessions on understanding addictions, feelings, problem-solving, self-esteem, roles and relationships, and safe people.

Today we talked about **feelings**, and focused on helping the children

- Express all kinds of feelings
- understand how feelings may affect them
- know how they can handle feelings in positive ways
- understand that it is OK to express feelings

We encourage you to help your child practise expressing his/her feelings in respectful and safe ways.

If you have any questions, please speak with

Sincerely,

Children's Program Co-ordinator

Date:

Dear Parent:

The *Families Growing Together Children's Program* has sessions on understanding addictions, feelings, problem-solving, self-esteem, roles and relationships and safe people.

Today we talked about **problem-solving**, and focused on helping the children

- find new ways to solve problems
- understand that all their choices have consequences
- realize there are safe people and places to help them

We encourage you to help your child practise solving problems in useful ways.

If you have any questions, please speak with

Sincerely,

Children's Program Co-ordinator

Date :

Dear Parent:

The *Families Growing Together Children's Program* has sessions on understanding addictions, feelings, problem-solving, self-esteem, family roles and relationships and safe people.

Today we talked about **self-esteem**, and focused on helping the children

- identify their unique strengths and capabilities
- understand more about who they are, including likes and dislikes

We encourage you to help your child explore more about who they are, including what their strengths are.

If you have any questions, please speak with

Sincerely,

Children's Program Co-ordinator

Date:

Dear Parent:

The *Families Growing Together Children's Program* has sessions on understanding addictions, feelings, problem-solving, self-esteem, roles and relationships and safe people.

Today we talked about **roles and relationships**, and we focused on helping the children

- understand the different family roles.
- recognize the different groups that they may be members of.
- understand how families become "stuck" in addiction and how other family members try to help.

We encourage you to help your child feel like an important part of the family by assigning tasks, having high expectations for success, and by taking care of themselves, not others.

If you have any questions, please speak with

Sincerely,

Children's Program Co-ordinator

Date :

Dear Parent:

The *Families Growing Together Children's Program* has sessions on understanding addictions, feelings, problem-solving, self-esteem, roles and relationships and safe people.

Today we talked about **safe people**, and focused on helping the children

- understand the need and importance of always staying safe
- understand the characteristics of "safe people"
- realize that it's OK to ask safe people for help

We encourage you to help your child be safe and to find safe people to talk with.

If you have any questions, please speak with

Sincerely,

Children's Program Co-ordinator

Endnotes

Program overview

[1]B. Benard, August 1991, p. 24

[2]E. Grothberg, 1995, p. 22

[3]Alberta Alcohol & Drug Abuse Commission, 1995

[4]S. Wolin & S. Wolin, 1993, p.5

[5]A. Johnson, (1999)

[6]S. Wolin & S. Wolin, 1993, pp. 67-184

[7]Search Institute at www.search-institute.org/assets

[8]AADAC, 2004

[9]AADAC, Oct 1998, Developments

[10]Alberta Children's Services, 2000

Facilitating children's groups

[1]B. Daniel, 2000, p.6

[2]B. Daniel, 2000, p.6

[3]S. Wolin & S. Wolin,1993, pp.49-50

[4]D.K Halle, Fall 2000, pp.19-23

[5]Gladstone & Kaslow, 1995; Hillsman & Garber, 1995; Seligman, 1991; Shatt, 1998

[6]T. Maruta, R.C. Colligan, M. Malinchoc & K.P. Offord, 2000, pp.140-143

[7]M.E.P. Seligman, Revich, K, Jaycox, L. 7 Gillham, J., 1995, pp. 115-230

[8]S. Wolin & S. Wolin, 1993, pp. 49-50

The workshop modules (Overview)

No endnotes

Module 1

[1]J. Hastings & M.H. Typpo, 1994

Module 2

[1]Wolin & Wolin, 1993

[2]Wolin & Wolin, 1993

[4]Wolin & Wolin, 1993

[4]Johnson Institute, 1990, p.1

[5]Alberta Alcohol and Drug Abuse Commission, 2003

[6]Johnson Institute, 1990, pp.5-6

[7]Johnson Institute, 1990 pp.5-6

[8]Johnson Institute, 1990 pp.5-6

Module 3

[1]Alberta Alcohol and Drug Abuse Commission, 2003

[2]Alberta Alcohol and Drug Abuse Commission, 2003

[3]J. Moe & D. Pohlman, 1989, p.2

Module 4

[1]Hall, 2000

[2]Alberta Alcohol and Drug Abuse Commission, 2000

Module 5

[1]Briggs, 1970, p.3

[2]Hall, 2000, pp. 2-6

[3]Alberta Alcohol and Drug Abuse Commission, 2003

Module 6

[1]Black, 1981

[2]Moe & Pohlman, 1989

Module 7

[1]Department of Health and Human Services, Centre for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration, 2002.

[2]Department of Health and Human Services, Centre for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration, 2002.

[3]Johnson Institute, 1990

Module 8

[1]Wolin & Bennet, 1979

[2]Wolin & Bennet, 1984, p.416

[3]Steinglass et al, 1987

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Alberta Alcohol and Drug Abuse Commission. (2001-2003). *Do I know me? Good Points and not so good points about me. What's Important?* Retrieved November 10, 2003 from http://www.aadac4kids.com/doiknowme/...

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Alberta Alcohol and Drug Abuse Commission. (2001-2003). *Just the facts (various).* Retrieved November 10, 2003 from http://zoot2.com/justthefacts/...

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